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ABSTRACT

The curriculum manual provides objectives and suggested activities for intermediate grade handicapped children in the areas of reading, mathematics, written language, and study skills. Within each area objectives are correlated with one or more instructional activities. Objectives are provided for such skills as the following: vocabulary, context clues, literal comprehension, interpretive comprehension, number system, place value, addition and subtraction, fractions, measurement, graphs, geometry, syntax, mechanics of writing, spelling, editing, forms of letters, organizational study skills, work habits, outlining, and using references. An appendix lists suggested materials in each of the four major subject areas and provides the names and addresses of each publisher. Also appended is a continuous progress report form which lists all the curriculum objectives with space to record the date introduced, the date partially achieved, and the date mastered. (DB)

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THE SPECIAL EDUCATION CORE CURRICULUM MANUAL

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INTERMEDIATE LEVEL

* Reading

* Mathematics

* Written Language

* Study Skills

SPECIAL EDUCATION

BERGEN COUNTY
REGION III

PARTICIPATING SCHOOL DISTRICTS

Alpine	Harrington Park	Norwood
Closter	Haworth	Northvale
Demarest		Old Tappan

Northern Valley Regional High School District

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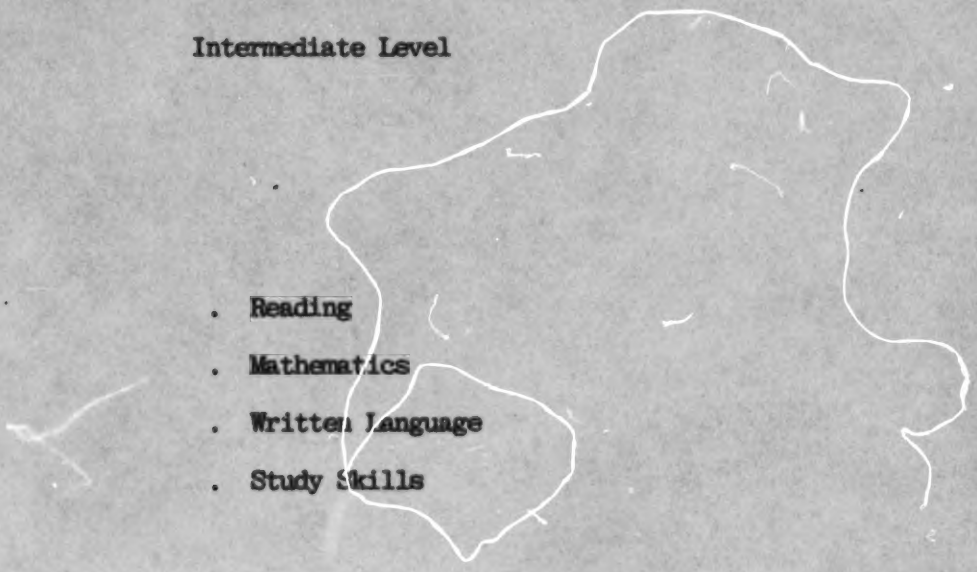
THE SPECIAL EDUCATION

CORE CURRICULUM MANUAL

Intermediate Level



- Reading
- Mathematics
- Written Language
- Study Skills

1981

Region III Special Education
Northern Valley Schools
Knickerbocker Road
Demarest, New Jersey 07627

Leonard Margolis, Director

PREFACE

The Special Education Core Curriculum Manual, Intermediate Level, is designed to serve as a guideline for teachers and child study teams who have the primary responsibility for the education of handicapped children. The Intermediate Level is intended to provide objectives related to basic academic subjects at the elementary level. While other curriculum guides abound in the content areas, this Manual was written in response to the need for a simplified and unified approach that relates to the Individual Educational Programs (IEP) of handicapped students.

The Special Education Curriculum Committee was first organized during the 1975-76 school year. After initial discussion, the committee conducted a regional needs assessment to determine curriculum continuity in special education. The data clearly demonstrated that both special and regular education teachers felt a strong need to develop a framework for providing an effective, continuous program for the handicapped student, who often moves from school district to school district within the Region. It was the consensus, that although there are many excellent special education programs within Region III, there still remains a need to ensure a student will receive a continuous, systematic, coordinated education.

Four sub-committees functioned in completing this level of the Manual: Reading, Mathematics, Written Language, and Study Skills. The groups examined existing curriculum guides in our own Curriculum Library and the Northeast Educational Improvement Center. Over the last two years the committee has refined a sequence of basic core objectives and representative activities in each of the four designated areas.

Throughout the two years, twelve staff members have served at various times on the committee. Representation has included special education teachers, regular classroom teachers, speech correctionists, and learning disability teacher-consultants. The present committee, comprised of nine members, is responsible for bringing the Manual to its final form.

This Manual, the one which preceded it, and the one which will follow serves as a basis for the development of a checklist for reporting continuing progress. This makes it possible for child study team members and special education teachers to ascertain those skills which have been previously mastered by a student and those which are next in the learning continuum.

At present the committee continues to work on developing the Competency Level of this Manual. It contains four areas: Reading, Mathematics, Study Skills, and Life Skills.

With the acceptance and success of the Basic Level over the past two years, Regional staff members look forward with anticipation to the Intermediate Level. The Manual serves as a method and means for improving coordination and unification of our special education programs within the Region.

Leonard Margolis, Director
Special Education Region III

LM/ck

REGION III SPECIAL EDUCATION
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ACKNOWLEDGEMENT

The Region III Special Education Curriculum Committee sincerely acknowledges the skill, assistance and patience of Mrs. Carol Kurnentz, Secretary to the Region III Director of Special Education.

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INTRODUCTION

For the purposes of organization, the Manual is comprised of four sections: Reading, Mathematics, Written Language, and Study Skills. There is some overlapping of objectives and activities amongst the sections. While the objectives in each section are listed in a logical order, they are not necessarily hierarchal. The teacher may need to skip or transpose the position of certain objectives. The activities listed are merely some suggestions for implementing the objectives. In many cases the activities are listed from concrete to abstract. Special education teachers can and should utilize their own expertise in selecting techniques and materials for achieving these objectives.

Instructional materials necessary for implementing the activities are found within most special education classrooms. Occasionally, specific materials are mentioned. These are readily available through a number of the larger commercial publishing companies. A sample list of materials and publishers is found in Appendix I. The listing is not a recommendation or endorsement of any product, text, or material, but rather a guide or suggestion in choosing types of educational products needed to implement the Manual's objectives and activities.

Each area is divided into sub-sections. The Table of Contents provides an outline of the content within each area. Appendix II contains the "Continuous Progress Report Form" for charting the educational growth of students in special education classes. Extra copies are available through the Region III Office.

Region III teachers are encouraged to discuss the sequence of activities with each other, especially among those who are responsible for students both below and above the age range of the child's present class. Sequentially presented objectives and sample activities offer a common language for increasing more effective communication.

READING

INTRODUCTION

This level of the reading curriculum is a continuation of continuum contained in the Special Education Core Curriculum Manual - Basic Level. The Basic Level concentrated essentially on word analysis and decoding skills. This curriculum is concerned with vocabulary development and comprehension skills. It assumes that decoding skills have been mastered. However, if they have not, both levels should be used together.

Effective instruction in Reading Comprehension requires good questioning techniques. Questions should stimulate, direct thinking, and lead a student to discover relationships and ideas. Questions should be brief and to the point. They should give a student purpose for reading. It is important that students be given enough time to respond to questions especially at the interpretive level.

It is recommended that the teacher analyze questioning. Is it varied? Is it directed to a specific skill? Is it all literal? The following list was taken from Classroom Questions; What Kinds? by Norris M. Sanders. It gives specific examples of a variety of question types. These can be applied to all the objectives listed in the reading section of this manual.

TYPES OF QUESTIONS

1. Memory - recognizing or recalling information as given in the passage.

   a. Facts

      Who did_____?
      When did_____?
      How many_____?
      What are_____?

b. Definitions of terms used.
   What is meant by _____?
   What does _____ mean?
   What meaning did you understand for _____?
   Define _____.
   Explain what we mean by _____.

c. Generalizations - recognizing a common characteristic of a group of ideas or things.
   What events led to _____?
   In what three ways are _____ like _____?

d. Values - a judgment of quality.
   What is said about _____?
   Do you agree? _____
   What kind of a boy was _____?
   What did _____ do that you wouldn't?

2. Translations - expressing ideas in different form or language.

   Tell me in your own words how _____.
   How could we restate _____?
   What does the writer mean by the phrase _____?

3. Interpretation - trying to see relationships among facts, generalizations, values, etc.

a. Comparative - are the ideas the same, different, related or opposed?

   How is _____ like _____?
   Is _____ the same as _____?
   Why not? _____
   Which three _____ are most alike in _____?
   Compare _____ with _____ in _____.

b. Implications - arriving at an idea which depends upon evidence in the reading passage.

   What do you think will happen next _____?
   Why _____?
   If _____ continues to _____, what is likely to happen?
   What would happen if _____?

c. Inductive thinking - applying a generalization to a group of observed facts.

   What facts in the story tend to support the idea that _____?
   What is the author trying to tell you by _____?
   What does the behavior of _____ tell you about him?
   What events led to _____?
   Why?

d. Quantitative - using a number of facts to reach a conclusion.

How much has _____ increased?
What conclusions can you draw from the table (graph) on page _____?
How many times did _____ do _____? Then what happened?
How many causes of _____ can you list?

e. Cause and effect - recognizing the events leading to a happening.

Why did the boy _____?
How did the boy make _____ happen?
What two things led up to _____?
Why did _____ happen?

4. Application - solving a problem that requires the use of generalizations, facts, values and other appropriate types of thinking.

How can we show that we need a traffic policeman at the crossing at the south end of our school?

If we want to raise hampsters in our classroom, what sort of plans will we have to make?

John has been ill for several days. What could we do to help him during his illness? To show him we think of him?

5. Analysis - recognizing and applying rules of logic to solution of a problem; analyzing an example of reasoning.

Discuss the statement, "All animals make good pets."
Some people think that boys can run faster than girls. What do you think?
John was once bitten by a dog. Now John dislikes all dogs. Is he right or wrong in his feelings? Why?

6. Synthesis - combining parts to make an original creation or idea used for problem solving.

What other titles could you think of for this story?
What other ending can you think of for this story?
If John had not _____, what might have happened?
Pretend you are a manufacturer of pencils who wishes to produce a much better pencil. Tell what you might do.

7. Evaluation - making judgments based on clearly defined standards.

Did you enjoy the story of _____? For what reasons?
What do you think of _____ in this story?
Do you approve of his actions?
In the textbook, the author tells us that _____ felt _____.
Is this a fact or the author's opinion? How do you know?
This story has a very happy ending. Should all stories end happily? Why not?

The author of our textbook apparently believes that the American colonists were right in their actions. Do you agree?
What do you suppose the British said about the colonists?
Write a short story about your favorite person in history.
Tell why this person is your favorite.

Taken from: Norris M. Sanders, Classroom Questions; What Kinds? Harper and Row, New York, 1966.

A. WORD SKILLS VOCABULARY

OBJECTIVE	ACTIVITY
Antonyms	
A1. When given a word, the student identifies, names, and reads the suitable antonym.	1. Given a set of pictures illustrating common antonyms, the student correctly matches them. 2. The teacher states the word "open" and the student gives the word that means the opposite "closed." 3. Given two lists of words on a worksheet, the student matches the words that are antonyms. 4. Given a teacher prepared paragraph with words underlined, the student provides anytonyms for the underlined words.
Synonyms	
A2. When given a word, the student identifies, names, and reads the suitable synonyms.	1. Given a set of pictures illustrating common synonyms, the student matches them correctly. 2. The teacher states the word "big" and the student gives a word that means the same, e.g. "huge" or "large." 3. Given two lists of synonyms on a worksheet, the student matches words that have similar meanings. 4. Given several pairs of words, the student writes "S" if they have a similar meaning and "A" if they are antonyms. 5. Given a teacher prepared paragraph with words underlined, the student provides synonyms for the underlined words. A word bank of synonyms may be supplied.
Multiple Meanings	
A3. When given a sentence containing words that have multiple meanings, the student supplies the meaning appropriate to the context.	1. I wear glasses to help me see better. Fill the glasses with water. e.g. The teacher reads a sentence with a multiple meaning word and the student selects the picture that illustrates the appropriate meaning. 2. Given sentences containing a word having a multiple meaning, the student explains the proper meaning in the particular context. e.g. Can you run the movie projector? Hank Aaron hit a home run. The lady has a run in her stocking. Run along now and don't bother me. 3. Given words with multiple meaings, the student supplies sentences to illustrate the various meanings.

OBJECTIVE	ACTIVITY
Homonyms	
A4. When given a sentence containing homonyms, the student supplies meanings appropriate to the context.	1. Given pictures of homonyms, the student matches words with the proper pictures pair pear 2. On a worksheet, the student selects the proper homonym based on context. e.g. I can _____ my name. (right) (write) She was stung by a _____. (be) (bee)
Pronouns	
A5. The student, when hearing or reading a story containing pronouns, gives the words relating to the pronouns. a. he k. them u. ours b. we l. their v. yours c. me m. this w. its. d. us n. you e. she o. whose f. him p. what g. I q. that h. it r. who i. they s. hers j. her t. his	1. On a worksheet, the student selects the proper pronoun based on context. e.g. May lost her dog. _____ began to look for (he) (she) _____ . (it) (them) 2. When reading a passage, the student identifies the word to which the pronoun refers. e.g. Jon fell asleep. He was tired. The student names the word to which "he" refers.
Compound Words	
A6. The student recognizes and identifies meanings of compound words.	1. The teacher prepares 3 x 5 cards printed with common words. The student combines 2 cards to form a compound word. e.g. horse back after noon house boat 2. Given a teacher prepared worksheet with given phrases describing a compound word, the student writes the correct word. e.g. Stack of hay - haystack Yard around a barn = barnyard Spoon for tea = teaspoon A word bank of compound words may be supplied.

OBJECTIVE	ACTIVITY
Transitional and Qualifying Words	
A7. When reading a story, the student gives the meaning associated with the following words: now, then, after a while, today, yesterday, tomorrow, few, some, many, since, at the same time	1. Given directions containing qualifying words, the student draws appropriate pictures. e.g. Draw a <u>few</u> apples Draw <u>some</u> girls Draw <u>many</u> cats 2. The teacher prepares a paragraph with missing transitional and qualifying words. Using a word bank the student inserts the appropriate word. 3. NOTE: Questioning techniques referred to in the introduction may be applied here.
B. WORD SKILLS - CONTEXT CLUES	
B1. The student uses the pictures in the text to give additional meaning.	1. The student identifies components of the picture which helped in the comprehension of the passage. 2. The student is asked questions which can only be answered with the use of the pictures.
B2. The student interprets the meaning of a word from the way it is used in a sentence.	1. The teacher presents several sentences using the same word, but with different meaning. The student explains the meaning of the underlined words. e.g. Mary liked to <u>draw</u> pictures She went to the bank to <u>draw</u> out money. 2. Given sentences containing unfamiliar words, the student infers the appropriate meaning through a contrasting idea. The student explains the meaning of the underlined words. e.g. The tiger looked <u>ferocious</u>, but was really friendly. The trees had lost their <u>foliage</u> and now stood bare.
C. COMPREHENSION - LITERAL	
Recall Facts	
C1. The student, after reading a story, uses key words and phrases to answer questions that ask: who, what, when, where, how and why.	1. The teacher presents the student with sentences and directs specific questions to the student. e.g. All night Tom did his homework carefully at the desk. Who? (Tom) When? (all night) Where? (at the desk) What? (did his homework) How? (carefully)

OBJECTIVE	ACTIVITY
	2. The student reads a story and recites the pertinent details.
Following Directions	
C2. The student follows oral directions containing three or more steps.	1. The class plays games such as "Simon Says", "May I", "Hokey Pokey." 2. The teacher prepares activity cards with a single direction on each card. The student selects 2 or more cards; the teacher reads the cards and the student performs the tasks in proper sequence.
C3. The student reads and follows directions containing the following words: circle, underline, check, mark, write, rewrite, choose, decide, below, match, column, complete, answer, first, then, last, color, cross out, draw, following, pick out	1. Given several pictures, the child correctly follows the oral directions. e.g. Circle the boat and underline the ball. *DLM Listening for Understanding 2. The teacher prepares a worksheet with 10 directions. The first direction states: "Read all directions before continuing." The last direction reads: "Do not follow directions 2-9." Write your name on the paper and hand it in.
Use of Punctuation	
C4. When reading, the student demonstrates an understanding of the following punctuations: periods, question marks, exclamation points, commas, and quotation marks.	1. The student orally reads a sentence demonstrating the meaning of the ending punctuation by proper voice inflection. e.g. The dog was hurt. The dog was hurt? The dog was hurt! 2. When reading a paragraph, the student pauses appropriately when there are commas and end punctuation. 3. The teacher uses visual and vocal cues to exaggerate the meanings of various punctuation marks. e.g. Stop sign for a period. 4. The teacher uses comic strip balloons to help demonstrate the meaning of quotation marks. e.g. John "I am going to the zoo", said John.

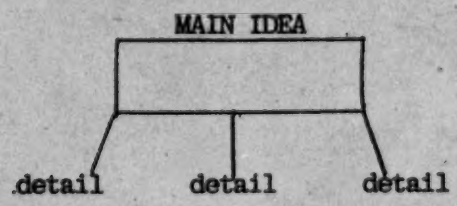
OBJECTIVE	ACTIVITY
Main Idea	
D1. After reading a story, the student recognizes the appropriate title.	The student reads a short story and selects the best title from three choices.
D2. The student will be able to create a title for a 1. paragraph 2. story	Presented with a paragraph or story, the student creates an appropriate title.
D3. The student reads a short story and indicates understanding of the main idea.	1. After listening to a story, the student selects from choices a picture expressing the main idea of the story. 2. After listening to a story. the student draws a picture illustrating the main idea of the story. 3. After reading a paragraph/story, the student discusses what the story was mainly about. With teacher guidance, the student arrives at one concise sentence that gives the main idea of the story. 4. The student finds the topic sentence of a paragraph.
D4. The student recognizes the relationship of supporting detail to the main idea.	1. After viewing a picture or experiencing a real situation, the student recognizes and and states the details. e.g. Details: There are bears. There are giraffes. There are cages. e.g. Main Idea: This is a zoo. 2. Given a list of details and a few main ideas, the student matches the details with the main ideas. e.g. Details: Dr. Smith gets up at 6 a.m. / Dr. Smith spent 4 hours at the hospital. / Dr. Smith goes to her office from 3-7. / Dr. Smith gets calls at home. Main Idea: Dr. Smith works long hours. / Dr. Smith spends most of her time in the office. / Dr. Smith doesn't eat lunch. 3. Given a list of details, the student gives the main idea.

OBJECTIVE	ACTIVITY
D5. After listening to a story, the student recalls detail.	1. After listening to a story, the student retells the story keeping the details in sequence. 2. After listening to a story, two or more students retell the story on cassettes and and then compare the number of details recalled. 3. After listening to a story, the student answers specific questions regarding details.
D6. The student reads for detail.	1. After reading a sentence or paragraph, the student answers questions related to details. e.g. The tall clown stood in front of the people. Who stood in front of the people?_____ Where did he stand?_____ 2. After reading a series of sentences, the student fills in the details on a worksheet with four columns entitled "who, when, where, what". e.g. All night Tom did his homework at the desk. In the winter we iceskate on the pond.

Who	When	Where	What
Tom	all night	at the desk	did his homework
we	in the winter	on the pond	iceskate

3. After reading a paragraph the student diagrams the main idea and details.

e.g.



Character Analysis

D 7. The student identifies specific personality characteristics that can be attributed to characters in the story.	1. After reading a short story or play and reviewing the characters, the student acts out one of the personalities.

OBJECTIVE	ACTIVITY
	2. After reading a descriptive paragraph, the student answers questions relating to personality characteristics.
	3. The student keeps an ongoing record of specific personality characteristics in reading materials over a period of one week.
	4. Given five personality characteristics, the student creates a character sketch.
Sequencing	
D8. The student reads a story for sequential order.	1. Given a paragraph to read, the student answers questions regarding the sequence of events.
	2. The student assembles sentence strips in sequential order to tell a story.
	3. The student assembles cartoon strips in sequential order.
Recognizing Cause and Effect	
D9. The student recognizes cause and effect when reading a story.	1. Given worksheets with cause and effect statements, the student matches the cause with the effect.

e.g.

Cause	Effect
icy street	failed test
fall down	car skids
forgot spelling book	hurt knee

	2. After reading a paragraph, the student answers questions about the cause and effect.
Comparing and Contrasting	
D10 After reading two stories, the student states similarities and differences among characters, settings and plots.	1. The student identifies and compares qualities of each character. e.g. physical features, personality, traits, goals, feelings.
	2. The student identifies and compares qualities of each setting. e.g. locale, climate, time.
	3. The student identifies and compares themes or plots. e.g. adventure, goodness and evil, tall tale, strange but true.
	3. After writing the names of characters on index cards, the student sorts them by category.

OBJECTIVE	ACTIVITY
Predicting	
D11. The student predicts the theme.	1. After presentation of a story title, the student predicts what the story is about.
D12. The student predicts events that will probably occur in the story.	2. After presentation of a story title, the student predicts alternative events and outcomes.
D13. After reading a story, the student answers questions that ask about events that probably will come next.	3. Given a story, the student answers inferential questions prepared by the teacher. 4. Given story titles on a worksheet, the student lists possible locations where each story might take place. e.g. "Bill's First Fish" - river, stream, fish bowl "The Prize Bull" - country fair, farm, bull fight 5. After an unfinished story is presented, the student chooses the best outcome from a choice of sentences. 6. After reading a story, the student answers on a worksheet relating to outcomes of the story.
Drawing Conclusions and Inferences	
D14. After reading a story containing pertinent details, the student uses those details to draw a logical conclusion and make reasonable inferences.	1. After reading a selection and having a conclusion presented, the student states the the details leading to that conclusion. 2. Given a list of details on a worksheet, the student chooses logical conclusions from a set of choices.
D15. After reading a story, the student distinguishes events that are make-believe from those that can be true.	1. The student cuts out pictures from magazines or newspapers illustrating fanciful events and factual events. 2. The teacher prepares a worksheet listing phrases and the student circles all phrases that are fanciful. e.g. a lady flying with an umbrella a man eating an apple an elephant talking 3. Using selections from periodicals or texts, the student underlines statements of fact.

OBJECTIVE	ACTIVITY
	4. After reading a story, the student separates those statements that can be true and those that cannot be true. e.g. Snow White could be true: a kind woodsman; seven dwarfs; fear of being alone in the forest could not be true: talking mirror; magic apple
Fact and Opinion	
D16. After reading a sentence, the student distinguishes between an opinion and fact.	1. The student underlines, in different colors, statements of fact and opinion. 2. The teacher reads a list of statements and the student identifies those which are fact, those which are opinion. 3. Presented with sentence strips, the student seperates the strips according to fact and opinion. 4. The student changes a statement of fact to a statement of opinion. e.g. Milk comes from cows - fact Milk is good for everyone - opinion
E. RESEARCH	
Previewing	
E1. The student makes use of topic headings, illustrations, bold type, and italics to gain information prior to reading a selection.	1. Prior to reading a selection, the student skims through the pages noting the topic headings. 2. The teacher elicits discussion after the student looks at story illustrations. 3. Using a T.V. page from a newspaper, the student uses bold type to gain information.
Parts of a Book	
E2. When reading a book, the student identifies and uses the title page.	1. The teacher and student discuss the importance of information found on the title page. 2. The student examines title pages of various books and lists the information found on the title page. e.g. full name of authors name of illustrators publisher place of publication 3. The student looks at the back of the title page and notes the copyright date.

OBJECTIVE	ACTIVITY
E3. When reading a book, the student identifies and uses the Table of Contents.	1. The student locates the Table of Contents. 2. The teacher and student discuss the importance of information found in the Table of Contents. 3. Given a Table of Contents, the student answers the following questions. a. What's the name of the first story? b. What page does "_____" begin on? c. What page does "_____" end on? d. What is the name of the 4th story? e. What story begins on page _____? f. What story ends on page _____? g. What do you think "_____" will be about?
E4. When reading a book, the student identifies and uses the Index.	1. The student locates the Index and distinguishes between the Table of Contents and the Index. The teacher helps the children decide when they would use the Table of Contents and when they would use the Index. 2. The teacher and student discuss the importance of information found in the Index. 3. Given an Index, the student answers questions relating to specific information found in the Index. e.g. Airplanes Advantages of air travel 112-116 Construction of 110 Definition 103 Disadvantages of air travel 115 Early experiments with Jumbo Jets 116-117 Modern types 115-119 On which pages would you find the following information? How does one steer a plane? How many people can fly in a 747 Jumbo Jet? Who invented the airplane? What are some of the problems of air travel? What is an airplane? How do modern planes differ from early ones? 4. The teacher prepares a worksheet with specific questions. The student indicates if the information can be found through the Table of Contents or the Index.

OBJECTIVE	ACTIVITY
E5. When reading a book, the student identifies and uses the Glossary.	1. The student locates the Glossary in the book. 2. The teacher and the student discuss the use of the Glossary. 3. The student locates words from a story in the Glossary and defines their meanings. 4. Given an unfamiliar word from the text, the student looks up the word in the Glossary and uses illustrations, definitions, and sentences to aid in comprehension.

MATHEMATICS

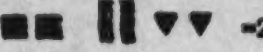
A. NUMBER SENTENCES

	OBJECTIVE	ACTIVITY
A1.	The student writes and identifies number sentences representing equalities.	Concrete Given two sets of objects, the student writes equations. e.g. 4 books and 3 pencils, 4+3=7, 7-3=4, 7-4=3 Transitional Given a worksheet with a picture, the student writes addition and subtraction equations using the quantities depicted. Abstract Given a worksheet with groups of three numbers, the student writes equations using the numbers given.
A2.	The student identifies number sentences representing inequalities.	Given a worksheet with number sentences, the student identifies number sentences representing inequalities. If the student makes errors, use concrete objects to check responses.
A3.	The student writes horizontally written equations in vertical form.	Given a worksheet consisting of equations written in horizontal form, the student re-writes the equations in vertical form and completes computations.
A4.	The student writes vertically written problems in horizontal form.	Reversal of Objective A3 Activity.
A5.	The student reads written word problems involving one of each of the four mathematical processes and uses key words to solve the problems; e.g. less than, difference, altogether.	Concrete The student uses concrete materials such as blocks to solve simple word problems. Through discussion, the teacher directs the student to pick out key words in problem solving. Transitional Given word problems, the student underlines key words, identifies the process being used and solves the problem. Abstract The student creates original word problems and solves them.

B. NUMBER SYSTEM

B1.	The student identifies odd and even numbers.	Concrete The teacher demonstrates that even numbers are divisible by 2 by dividing even and odd numbered objects between two students.

OBJECTIVE	ACTIVITY
	Transitional The teacher writes various one, two and three digit numbers on the chalkboard. The student identifies even numbers or those whose last digit is 0,2,4,6,8 and recognizes all other numbers as odd. Abstract Given numbers 1 through 100 written on a worksheet, the student circles all even numbers.
B2. The student uses the mathematical symbols of "greater than"(>) and "less than"(<)	Concrete Given a set of blocks and cardboard signs of (>) and (<), the teacher constructs two sets of blocks for the purpose of comparison. The student uses the cardboard signs by placing the point toward the smaller number. Transitional Given a worksheet of drawings of unequal sets, the student writes in the (>) and (<) where appropriate. Abstract Given pairs of unequal numbers, the student writes the correct sign of (>) and (<) between the pairs.
C. PLACE VALUE	
C1. The student demonstrates understanding that 100 equals 10 tens or 100 ones.	Concrete 1. The teacher reviews the concept of numeration of ones and tens with regard to place value (See Objective B9, Basic Level Manual). Using stacking cubes, the teacher demonstrates that 10 sets of 10 equal 100. The student builds sets of 100 through 900. 2. Using dimes, the teacher demonstrates that 10 dimes equal 100 cents or one dollar. The student makes stacks of 10 dimes and exchanges them for the appropriate number of dollars. Using a chip trading game, the teacher develops similar activities. 3. Using popsicle sticks tied together in bundles of tens, the student selects the appropriate number of bundles equal to a given numeral (100, 200, 300...) Transitional Given a worksheet with pictures of bundles of tens, the student writes the appropriate numeral.

OBJECTIVE	ACTIVITY
	Abstract Given a worksheet showing bundles of sticks in different groupings, the student writes the proper numeral under each picture.
C2. The student demonstrates an understanding of the hundreds place in three digit numbers.	Concrete With teacher direction, the student "builds" numbers, using hundreds, tens, and ones blocks. e.g.  -222 Transitional From a deck of playing cards, the student chooses 3 cards and writes a number with the largest amount in the hundreds place. Abstract On a teacher prepared worksheet, the student circles all the numbers having a particular digit in the hundreds place. (6) e.g. 461, (6)02, 316, (6)95, (6)73
C3. The student demonstrates an understanding of the thousands place in 4 digit numbers.	See activities for Objective C2
C4. The student demonstrates an understanding of zero as a place holder.	Concrete The teacher prepares large oaktag cards with the numbers from 0 - 9. Each student holds a number. The teacher calls out a number containing a zero and the children line up to form the number. Transitional Using a place value chart, the student fills in numbers given by the teacher. Abstract Given a number orally by the teacher, the student will write the number on the chalkboard.
D. ADDITION AND SUBTRACTION	
D1. The student adds three and four digit numbers involving regrouping.	Concrete See the Basic Level of the Manual - Objective B12. Transitional The teacher writes examples of 3 and 4 digit addition needing regrouping on the chalkboard. The student adds each column and demonstrates how to carry the group to the next place value column.

OBJECTIVE		ACTIVITY
		Abstract Give the student a ditto with the following types of examples. 4398 + 2686 and 2146 + 1987 The student adds each column and regroups where needed.
D2.	The student demonstrates an understanding of regrouping by adding numbers up to 8 digits.	Concrete See the Basic Level of the Manual - Objective B12. Transitional Using 5 to 8 digit numbers, expand the transitional activity in Objective D1. Abstract Using 5 to 8 digits, expand the abstract activity used in Objective D1.
D3.	Using regrouping, the student subtracts 3 digit numbers from a minuend no higher than 999.	Concrete If the student needs reinforcement, see the Basic Level of the Manual - Objective B13 for concrete activities. Transitional The student completes subtraction problems on the board having no more than three digits. Ask the student to demonstrate the ability to borrow one group from the preceding digit and subtract correctly. Do several examples on the board. Abstract Given a teacher prepared ditto with subtraction problems having 3 digits and needing regrouping, the student completes each problem demonstrating the ability to borrow when needed for subtraction.
D4.	Using regrouping, the student subtracts 4 digit numbers from a minuend no higher than 9999.	Expand activities in Objective D3.
D.5	The student subtracts from a minuend with 2 and 3 zeros.	Concrete The teacher writes several problems on the board, with zeros in the minuend, following the steps in regrouping one place value at a time. e.g. 3000 - 1926 *Borrow one place value at a time.

OBJECTIVE	ACTIVITY
	Transitional The teacher writes several examples on the board. Abstract The student completes a worksheet having problems with 3 zeros.
D.6 The student checks subtraction answers by using addition.	Concrete The teacher presents 10 sticks and asks the student to remove 4. The student notes how many sticks remain. The student adds the number being subtracted to the remaining sticks (answer) to get the number of popsicle sticks the student started with. Transitional Working with 3 sets of facts, the student completes the following by inserting the correct mathematical symbols. e.g. 10 4 = 6 10 6 = 4 6 4 = 10 Abstract The teacher demonstrates that adding the subtrahend to the difference yields the minuend and explains to the student that this is a way to "check" subtraction. e.g. (minuend) 6986 (subtrahend) - 3453 (difference) 3533 (sum) 6986 The student solves a subtraction problem and adds the subtrahend to the difference, making sure the sum is the same as the minuend.
	E. MULTIPLICATION
E1. The student recognizes the relationship between the addition process and multiplication process.	Concrete The teacher gives the student 4 sets of 3 blocks. The student adds the 4 sets of 3 blocks (3+3+3+3). The teacher explains that "we have added 3 blocks 4 times." Another way to say 3+3+3+3 is 4X3. Transitional Given pictures of different sets, the student divides the sets into specific groups and writes both an addition equation and multiplication equation. Abstract Given a worksheet of addition problems, e.g. 3+3+3+3=12, the student converts the problems to multiplication problems, 4x3=12, showing the relationship between addition and multiplication.

OBJECTIVE		ACTIVITY
E2.	The student displays knowledge of multiplication facts through the twelve times tables.	Concrete The teacher displays a large multiplication table and supplies the students with small multiplication tables. The teacher provides a tape or record of the multiplication facts. Transitional The student completes a multiplication chart. Abstract The student is given various time table tasks requiring both verbal and written answers.
E3.	The student recognizes and identifies the terms product and factor and the multiplication symbol.	Concrete The teacher presents a color coded chart, labeling the parts of multiplication problems in both horizontal and vertical form. Transitional The student completes a worksheet of multiplication examples by circling the factors in the factor color and product in the product color.
E4.	The student solves multipication word problems.	Concrete Using blocks, the student demonstrates the word problem. Transitional The student draws a picture of the word problem and groups objects by circling them. Abstract The student writes an equation for the word problem.
E5.	The student performs multiplication problems utilizing the commutative property of multiplication.	Concrete The student takes 3 sets of 4 blocks and rearranges them into 4 sets of 3 blocks. Transitional On the chalkboard the teacher illustrates the following to show that 4 x 6 = 6 x 4 Looking Across / Looking Down ..... / .... / .... / .... / .... / .... / .... Abstract The student completes a worksheet with horizontal examples leaving out one of the factors to be filled in. e.g. 4 x 6 = 6 x

OBJECTIVE	ACTIVITY
E6. The student mulitplies two digit numbers by a one digit number without regrouping.	Concrete The teacher places 2 rows of 12 candies on a table. The student multiplies factor times factor to get the product. e.g. 2 x 12 = 24 Transitional The teacher writes 3 x 13 on the chalkboard in vertical form, explaining that the student must multiply the digit times the ones column first, and then times the ten column. Abstract The student completes a worksheet of several 2 digit times 1 digit problems without re-grouping.
E7 The student multiplies a two digit number by a one digit number using regrouping	Concrete The teacher draws an array on oaktag to show 2 sets of ten dots and 6 single ones. For the problem 2 x 26, cover the set of ones and tell the product, 2 x 20 = 40. Next, cover the tens and tell the product 2 x 6 = 12. The student breaks the 12 into one set of 10 and 2 ones. The student adds the one group of 10 to the tens column and adds the 2 ones to the ones column. Transitional The teacher writes the problem 26 x 2 on the chalkboard. The student multiplies 2 x the ones column (2 x 6 = 12) and 2 x the tens column (2 x 20 = 40). The student regroups the 12 to equal 10 = 2 and adds it to the 40 (40+10+2=52) Abstract The student completes multiplication problems written on the chalkboard.
E8. The student estimates the product of one digit by two digit numbers by rounding to the nearest group of ten.	Concrete Given 8 boxes with 18 buttons in each box, the student rounds the number of buttons in each box and multiplies times the number of boxes to get the estimated total of buttons. e.g. 18 rounds to 20, 20 x 8 = 160 Transitional The student completes problems written on the chalkboard by rounding the two digit number and multiplying by the one digit number to get the estimated product. The student then compares the estimated value to the exact answer.

OBJECTIVE	ACTIVITY
	Abstract The student completes a worksheet by rounding the two digit number and multiplying by the one digit number.
E9. The student multiplies by 10's, 100's, 1000's in a one step process.	The teacher explains that the zeros can just be brought down and the student completes the work sheet.
E10. The student multiplies a two digit number by a two digit number	Given a chart labeling the step by step process, the student follows each step to complete multiplication problems.
E11. The student multiplies a three digit number by a two digit number.	See activity for Objective E10.
	F. DIVISION
F1. The student recognizes and identifies the terms "divisor", "dividend", and "quotient" and the symbols for division, (÷) and ($\overline{)}$).	The teacher displays a chart labeling the parts of a division problem. e.g. dividend divisor quotient 10 ÷ 2 = 5 divisor 5 - quotient 2 $\overline{)}$ 10 - dividend
F2. The student computes simple division problems.	1. The student uses block to demonstrate simple division problems. 2. Using a work sheet with pictures, the student computes problems by circling specific groupings.
F3. The student writes related multiplication and division sentences.	Concrete Using blocks, the student shows five groups of two or 5 x 2. The student puts the ten blocks together and then seperates them into groups of 2. The student puts objects together and seperates them into groups of 5. Transitional The student completes a work sheet of related multiplication and division problems with the missing product or quotient. e.g. 5 x 2 = 10 ÷ 2 = 10 ÷ 5 = Abstract The student writes related multiplication and division sentences using related factors. e.g. 2, 5, 10 10 ÷ 2 = 5 2 x 5 = 10 10 ÷ 5 = 2 5 x 2 = 10

OBJECTIVE	ACTIVITY
F4. The student solves word problems involving division.	Concrete The student reads a word problem and using objects, demonstrates the problem. Transitional Given word problems written on the chalkboard, the student completes the problems by drawing pictures illustrating the meaning of the problems. Abstract The student completes a work sheet of division word problems.
F5. The student computes division problems having a one digit divisor and two digit dividend using division forms.	Concrete On a slot board, the teacher presents a division problem written in two forms. e.g. $24 \div 6$ $\quad 6\overline{)24}$ The student takes 24 blocks and divides them into 6 equal groups. The student places the correct answer in the appropriate slot. Transitional The student is given a work sheet of division problems. e.g. $24 \div 6$ The student draws 24 "sticks" and groups them into 6 equally numbered groups. The student puts the answer in the correct place. Abstract The teacher gives division problems orally and the student writes and computes the division problems in both forms.
F6. The student computes division problems having a a one digit divisor, a two digit dividend and a remainder.	Concrete See concrete activity for Objective F5. Transitional 1. The student completes a work sheet of division problems. The problems will have dotted lines so the student may line up numbers correctly. 2. The student completes division problems on a piece of graph paper so numbers may be lined up correctly. 3. The teacher displays a chart listing the 4 steps of division. 1. divide 2. multiply 3. subtract 4. bring down Using division problems, the teacher guides the student through the steps to solve the problem. The student checks the answer using multiplication. A calculator may be used for the check.

OBJECTIVE	ACTIVITY
F7. The student computes division problems having a one digit divisor and a three digit dividend.	See activity for Objective F1.
F8. The student rounds to the nearest tens place.	1. The teacher explains rounding using any number line. Unifix Tracks The teacher lines up Unifix Tracks from 0-20, and seventeen cubes are placed on the track. The teacher points out that 17 is closer to 20 than to 10. The student is asked to place different amounts of cubes on the track and tell to which tens place it is closer. The teacher explains when a number has 5 in the ones place it is rounded off to the higher tens place. 2. The teacher prepares a number wheel with numbers not to exceed 99. The student turns the spinner, says the number it lands on, and rounds off to the nearest tens place. 3. The teacher prepares a work sheet with division problems having a two digit divisor. The student rounds off the divisor in preparation for long division.
F9. The student computes division problems having a two digit divisor and a two digit dividend.	See activities for Objective F6.
F10. The student computes division problems having a two digit divisor and a three digit dividend.	See activities for Objective F6.
F11. The student computes division problems having a two digit divisor, three digit dividend and a remainder.	See activities for Objective F6.
G. FRACTIONS	
G1. The student recognizes and identifies the terms: numerator, denominator, and fraction.	1. See the Basic Level of the Manual, Objective C5. 2. The student completes a work sheet by circling the numerator and placing squares around the denominator. 3. The teacher orally presents proper fractions and the student identifies the numerator and denominator. 4. Working in groups of three, one student presents a fraction, the second names the numerator and the third, the denominator.

OBJECTIVE		ACTIVITY
G2.	The student writes fractions to name a part of the whole.	Concrete Using a variety of fruit, the teacher cuts one in half and asks if the pieces are the same size. The teacher supplies the name 1/2 and the student repeats it. Repeat for 1/3, 1/4, 1/6, 1/8. The teacher places the appropriate written fraction next to each piece of fruit. Transitional Following the teacher's direction, the student folds papers in half, thirds, fourths, sixths and eighths. The student shades in the fractional part for 1/2, 1/3, 1/4, 1/6, 1/8. Abstract 1. Given geometric shapes that are partially shaded, the student writes the fractional parts for the shaded area. 2. Using the student's spelling words, the student writes the fractional parts of each word that are vowels. e.g. School 2/6
G3.	The student writes a fraction to name part of a set.	Concrete Using an egg carton, the teacher places jellybeans and M & M's in the cups. The student tells how many candies there are in total (12), how many are jellybeans (5) and how many are M & M's (7). The student then writes the fractional equivalents which represent the relationships. e.g. jellybeans - 5/12, M&M's - 7/12 Transitional The student completes a work sheet by coloring some circles one color and other circles another color. The student writes a fraction for each color.
G4.	The student writes more than one fraction for a number.	Concrete Using cut pieces of fruit, the teacher demonstrates the equivalency of fractions. Using fractional bars, the student manipulates the bars to see equal fractions. Transitional The teacher prepares cards on which fractions are written. Playing a Bingo type game, the teacher names a fraction and the student covers a fraction equivalent on the card.
G5.	The student names fractional numbers equal to one.	The teacher cuts oranges into fractional parts. The student reassembles the parts to make a whole and notes that when all the parts are used, the numerator and denominator are the same and equal one whole.

OBJECTIVE		ACTIVITY
G6.	The student names fractional numbers greater than one.	1. The teacher shades in the fractional part of two circles, (i.e. 3/2). The teacher draws two more circles identical to the first two. The student shades in 3/2. 2. Given a ditto with different shapes, the student names both a fraction and mixed numeral for the pictures.
G7.	The student changes improper fractions into mixed numbers.	The student solves a work sheet by completing one division problem and writing the remainder as a fraction.
G8.	The student changes mixed fractions to improper fractions.	The student completes a work sheet using the shortcut method. $3\frac{1}{2} = 3 \times 2 + 1 = \frac{7}{2}$
G9.	The student recognizes like and unlike fractions.	1. Given pictures of like fractions on a chalkboard, the student writes the fractions, noting that the denominators of the like fractions are the same. 2. Given a work sheet, the student identifies fractions as like and unlike. 3. Using flash cards, the student identifies like and unlike fractions.
G10.	The student adds fractions with like denominators.	Concrete 1. Given fruit and candy cut into fractional pieces, the student adds the parts to reassemble the whole. 2. Given two pizzas cut into eighths, the class eats half of each pie. They then assemble the remaining pieces to make a whole. e.g. 4/8 + 4/8 = 8/8 = 1 Abstract Given a work sheet, the student adds like fractions.
G11.	The student subtracts fractions with like denominators.	Concrete 1. Given an egg carton with a chip in each cup, (12/12) the teacher removes chips to illustrate that the denominator remains the same but the numerator changes. 2. Given a pizza cut into eighths, the student writes the appropriate fractions remaining as the pie is eaten. Abstract Given a work sheet, the student subtracts like fractions.

OBJECTIVE	ACTIVITY
G12. The student adds mixed fractions with like denominators.	Concrete Using egg cartons and chips, the teacher varies the amounts of chips to illustrate mixed fractions. The student adds the fractions. Transitional Working in teams, the student uses flash cards with mixed number addition problems. Abstract Given a work sheet, the student adds mixed fractions with like denominators.
G13. The student subtracts mixed fractions with like denominators.	Concrete The teacher illustrates subtraction of mixed fractions by using egg cartons and chips. Transitional Working in teams, the student uses flash cards with mixed number subtraction problems. Abstract Given a work sheet, the student adds mixed fractions with like denominators.
G14. The student solves simple word problems involving fractions.	Concrete The student solves simple word problems by using candy cut into fractional parts. Abstract 1. Given a work sheet, the student solves simple word problems. 2. The student writes simple word problems for the class to solve.
G15. The student reduces fractions to lowest terms.	Concrete Using fraction bars, the teacher illustrates equivalent fractions. Transitional Given pictures of fraction bars, the student writes the equivalent fractions and circles the simplest fraction. Abstract 1. Given pairs of numbers, the student writes factors of each number and circles the greatest common denominator. 2. Given a fraction, the student writes factors of the numerator and denominator and circles the greatest common factor. 3. The student divides the numerator and the denominator by the greatest common factor and writes the reduced fraction.

H. DECIMALS

OBJECTIVE	ACTIVITY
H1. The student names the palce value of any digit in a decimal to the thousandth place.	1. Using a place value chart with pockets, the student places numbers in different pockets and practices reading decimal numbers. 2. Given a work sheet with decimals written in words, the student writes the decimal.
H2. The student writes a decimal as a fraction and reduces it to lowest terms.	1. Using flash cards with decimals, the student reads the decimal and asks another student to write the fraction and reduce it. e.g. .4 = 4/10 = 2/5 2. The student completes a teacher prepared chart as illustrated.

Decimal	Fraction	Reduce
.5		
	8/10	
.75		

OBJECTIVE	ACTIVITY
H3. The student writes fractions with denominators of 2,3,4,5,8,10,100,1,000 as a decimal.	1. Using fraction flash cards with shaded pictures, the student writes a decimal equivalent to the fraction on the flash card. 2. The student completes a work sheet converting fractions to decimals.
H4. The student rounds off decimals up to the place value hundredths.	1. Using a decimal chart, the teacher illustrates and explains the rounding process of tenths and hundredths. 2. Given a list of decimals in the hundredth place, the student rounds the numbers to the nearest tenths.
H5. The student writes the equivalent of a decimal by adding zeros up to the thousandths place.	1. The teacher illustrates that adding zero to the end of a decimal number does not change the value. e.g. .3 = .30 = .300 2. The student completes a teacher prepared chart as illustrated.

Tenths	Hundredths	Thousandths
.7		
.3		.300
	.40	

OBJECTIVE	ACTIVITY
H6. The student adds decimals changing horizontal form to to vertical form.	1. Using a flannel board, the teacher arranges a horizontal addition problem. The student moves one of the addends into a vertical column under the other addend, making sure that the decimal points are in line.

OBJECTIVE	ACTIVITY
	2. The student completes a work sheet converting horizontal problems into vertical forms and adding.
H7. The student subtracts decimals changing horizontal form to vertical form.	See activities for Objective H6.
H8. The student multiplies two numbers, each having two decimal digits.	1. Using the chalkboard, the teacher explains the following: a. Multiply as if the numbers had no decimals. b. Count the number of digits after the decimal point in both numbers. c. Take the total, count the number of digits from right to left in the product. d. Place the decimal point. 2. The student completes a work sheet using the steps above.
H9. The student divides a one or two digit divisor into a dividend holding two or three decimal place value digits.	1. Using the chalkboard, the teacher illustrates the placement of the decimal point in the quotient directly above the decimal point in dividend. 2. Using the chalkboard, the teacher shows the children how to place the decimal point directly above the decimal point in the dividend and instructs them to continue the regular steps in division. 3. The student completes a work sheet having division problems with decimal points in the dividend only.
H10. The student changes a fraction into a decimal using division.	1. Using the chalkboard, illustrate the following: Step 1 $3/4 = 4\overline{)3}$ Step 2 $4\overline{)3.00}$ Add decimal point and two zeros Step 3 Divide 2. The student completes a work sheet converting fractions into decimals. *Note: Money activities may be used for reinforcement of decimal skills.
I. MEASUREMENT	
Money	
I 1. The student selects the correct combinations of coins and bills up to the value of $10.00.	Concrete The student "purchases" an object that has been priced by the teacher and selects the appropriate combinations of coins and bills for this item.

OBJECTIVE		ACTIVITY
		Transitional The teacher prepares a deck of flash cards printed with combinations of money expressed with a dollar sign and a decimal point. The student selects two cards and shows the amount in bills and coins. Abstract Underlining the correct combination of bills and coins, the student completes a work sheet prepared in the following manner: $1.52 = $1 50¢ 25¢ 10¢ 1¢ 1¢
I2.	The student determines the value of combinations of money.	Concrete The teacher and student organize a classroom store of empty supermarket products that have price labels. The student goes "shopping" and then adds up the bill using paper and pencil. Transitional The student shops and adds the total bill using an adding machine or calculator. Abstract The student is given a work sheet containing a list of products, prices and related word problems. The student solves the problems.
I3.	The student makes change for amounts up to $10.00.	Concrete Two students role play the parts of a cashier and a shopper in the classroom store. The shopper purchases an item for $4.59 and pays for it with a $10.00 bill. The cashier, starting with $4.59, counts up to $5.00 in coins and then counts bills to reach $10.00. Transitional The student is given a student prepared work sheet of word problems involving the making of change. Following the word problems, diagrams of coins and bills are drawn. The student underlines the appropriate coins and bills demonstrating the correct amounts of change. Abstract The student solves word problems on a teacher prepared work sheet involving the making of change.
Time		
I4.	The student tells time at five minute intervals.	Concrete Using a large model clock with movable hands the student counts by 5's while moving the minute hand to each numeral. The teacher writes the minutes around the outside of the clock face. The student tells the time by using the outside numbers as a guide.

OBJECTIVE	ACTIVITY
	Abstract 1. The teacher prepares a work sheet containing blank clock faces with times written beneath them. The student completes the sheet by drawing in the hands indicating the correct times. 2. The student completes a teacher prepared work sheet containing clock faces with hands drawn in. The student indicates the correct times.
I5. The student tells time to the nearest minute.	Concrete Adapt activity for Objective I4, Concrete. Transitional Adapt activities for Objective I4, Abstract. *Note: For students unable to achieve this objective, use digital clocks.
I6. The student demonstrates an understanding of a.m. and p.m.	The teacher tells the student that a.m. is before noon and p.m. is after noon. The teacher distributes a list of activities, e.g. eating breakfast, eating supper, etc. The student writes a.m. or p.m. next to the activity indicating the appropriate time of day when that activity would take place.
Calendar	
I7. The student names the months of the year in sequence.	The student arranges individual cards with the months of the year in sequence using a calendar as a reference.
I8. The student writes the date two ways. e.g. May 14, 1981 5/14/81	1. The teacher instructs the student to write the date, noting that the month is written first, the number of the day is written second, and the year is written third. 2. The student writes the months of the year sequentially in a column and pairs each month with the appropriate number. 3. The teacher gives the student a date and indicates the short form of writing it by explaining that the first numeral indicates the number of the day and the last numeral indicates the year. 4. The teacher writes various dates on the chalkboard using the two forms. The student recites the dates.
I9. The student knows the number of days in each month.	Concrete 1. Making two fists side by side, thumbs in, the student begins with the first knuckle and names January. The space between the first and second knuckle is February, the second knuckle is March and so on. All months that fall on the knuckles have 31 days.

OBJECTIVE	ACTIVITY
	1. (continued) All the others have 30, except February. 2. The student learns the months song, "30 Days Hath September...."
	Transitional The teacher writes the names of the months of the year on the chalkboard. The student tells how many days are in a particular month.
	Abstract The teacher says the name of a month and the student writes the number of days in that month.
Linear Measurement	
I 10. The student determines when to use the appropriate unit of measurement. (inch, foot, yard, mile).	Concrete The student is presented with a variety of objects; e.g. chalk, file, cabinet, pencil, chair, wall. The student measures each of these objects using a twelve inch ruler. The teacher then presents a yardstick and asks which objects would be more easily measured by a yardstick? If the student has difficulty determining the best tools for measurement, allow the student to actually measure it.
	Transitional The teacher displays pictures of various common objects. The students tells if the object is best measured in inches, feet, yards or miles.
	Abstract Given a work sheet with a list of objects, the student identifies the best unit of measurement to use.
I 11. The student identifies the number of feet and the number of yards in a mile.	The teacher displays a chart with the following information: 5280 ft. = 1 mile 1760 yd. = 1 mile The teacher discusses the information with the student.
I 12. The student identifies abbreviations for inch, foot, yard, mile.	The teacher displays a chart with the following information: inch = in. foot = ft. yard = yd. mile = mi. The teacher discusses the information with the student.
	Abstract Given a work sheet of sentences containing the indicated words, the student must identify the measurement term by circling it and writing the correct abbreviation directly above it.

OBJECTIVE	ACTIVITY
Weight	
I 13. The student identifies the term ounce and its relationship to weight.	Concrete The teacher explains that the ounce is a term used in measuring light objects. The student selects objects in the classroom and weighs and records the correct weights of the objects, using the term ounce. Transitional The teacher displays cards with pictures of common objects on them. The student determines if it is appropriate for that object to be measured in ounces. Abstract The student develops a list of twenty objects that can appropriately be measured in ounces.
I 14. The student identifies the term pound and its relationship to weight.	See activities for I 13.
I 15. The student identifies how many ounces are in a pound.	Concrete The teacher displays a chart of conversions with the following information: 1 pound = 16 ounces 2 pounds = 32 ounces 3 pounds = 48 ounces
I 16. The student identifies the number of pounds in a ton.	1. The teacher displays a chart with the following information: 2000 pounds = one ton 2. The teacher explains that only very heavy objects are measured in tons. After class discussion, the student creates a "ton" collage containing pictures of objects measured by the ton.
I 17. The student identifies the abbreviations for ounce, pound and ton.	1. The teacher displays a chart with the following information: ounce = oz. pound = lb. ton = T. The teacher discusses the information with the students. 2. Given a work sheet of sentences containing the indicated words, the student identifies the weight term by circling it and writing the correct abbreviation directly above it.
I 18. The student determines the appropriate unit in which to measure and report weights.	Adapt activity for Objective I 16.

OBJECTIVE	ACTIVITY
Liquid Measure	
I 19. The student identifies how many ounces are in one cup.	Concrete 1. Given a pitcher of water, the student fills a one cup measuring container. The student reads the container to determine the number of ounces in one cup. 2. The student writes the information obtained in the above activity on the chalkboard. The student studies the measurement fact that 8 ounces = 1 cup.
I 20. The student identifies how many cups are in a pint.	Adapt activities for Objective I 19.
I 21. The student identifies how many pints are in a quart.	Adapt activities for Objective I 19.
I 22. The student identifies how many quarts are in a gallon.	Adapt activities for Objective I 19.
I 23. The student determines the appropriate unit in which to measure and record liquid amounts.	The student uses a gallon of water in a gallon container. The student counts how many cups it takes to make a gallon, pints to make a gallon, quarts to make a gallon, using cup, pint and quart measures.
I 24. The student identifies the abbreviations for fluid ounce, cup, pint, quart and gallon.	The teacher displays a chart with the following information: fluid ounce = fl. oz. cup = c. pint = pt. quart = qt. gallon - gal.
Perimeter	
I 25. The student uses addition to find the perimeter of a given polygon in inches, feet and yards.	Concrete 1. Using a tape measure and a rectangular object, the student measures each side and adds to find the perimeter. 2. Given a set of straight sided objects and a ruler, the student measures the sides. The student records and adds the length of each side to find the perimeter. Abstract Given a work sheet with labeled diagrams, the student finds the perimeter of each shape.

OBJECTIVE	ACTIVITY
I 26. The student multiplies to find the area of a four sided shape.	Concrete The teacher discusses that area means finding the amount of space in the surface. Using 1/4 inch graph paper, the student draws a four sided shape equal to four blocks long and four blocks wide. The student multiplies the length (no. of blocks = 4) times the width (no. of blocks = 4) to get the number of square units. Prove the answer by counting the number of squares within the shape. Transitional Using a piece of graph paper with rectangular shapes, the student labels the number of units forming the length and the number of units forming the width on each diagram. The student multiplies the length times the width to get the area in each diagram and checks the answer by counting the square units. Abstract Given a work sheet with shapes labeling all sides, the student finds the area of each shape by multiplying.
J. METRIC SYSTEM	
J1. The student determines when to use the appropriate unit of measurement: meter, centimeter, kilometer, gram and liter.	1. See activities for Objective I 10 - Linear Measurement and adapt to the metric system for the meter, centimeter and kilometer. 2. See activities for Objective I 13 - Weight and adapt to the metric system for gram. 3. See activities for Objective I 19 - Liquid Measure and adapt to the metric system for liter.
K. STRUCTURES AND PROPERTIES	
K1 The student uses the commutative property of addition (a+b=b+a)	1. Using buttons, the teacher illustrates the commutative property. 2. Using a number line, the student solves pairs of problems with the commutative property. 3. Given pairs of addends, the student writes two addition sentences for each pair.
K2. The student uses the commutative property of multiplication; (a x b = b x a)	1. Using a chart with four columns and six stars in each column, the teacher illustrates that 4 groups of 6 is equal to 6 groups of 4. 2. Using pairs of factors, the student writes two multiplication sentences for each pair.

OBJECTIVE	ACTIVITY
K3. The student uses the associative property of addition; (a+b)+c = a+ (b+c)	1. Used colored chips, the teacher illustrates the following: (3+2)+5 = 10 3+(2+5) = 10 2. The student completes a work sheet with pairs of equations. e.g. (4+2)+3 = 4+(2+3) = 3. Given a work sheet with three number addition problems, the student groups each problem in two ways: e.g. 4+2+3 = (4+2)+3 = 4+(2+3)
K4. The student uses the associative property of multiplication: (axb) x c =a x (bxc)	Adapt activities for Objective K3.
K5. The student demonstrates understanding that when zero is one of the addends, it does not change the total.	1. Using two boxes, the teacher places chips in one box, leaving the other box without chips, representing the empty set of zero. The student adds the two sets. 2. The student completes a work sheet of addition problems containing zero as an addend.
K6. The student demonstrates understanding that a number times zero is equal to zero.	1. Using two boxes, the teacher demonstrates two empty sets and the student writes the equation 2 x 0 = 0. 2. Working in teams, the students use flash cards with mulitplication by zero problems.
K7. The student demonstrates understanding that when a number is divided by one, the quotient and the dividend are the same.	Working in teams, the students use flash cards with division by one problems.
L. GRAPHS	
L1. The student reads,interprets and makes the following types of graphs: pictograph vertical bar graph horizontal bar graph line graph	1. The teacher presents a graph and explains how to read it and interpret it. 2. The teacher asks the student questions which demonstrate an understanding of various types of graphs. 3. Given a specific set of facts, the student constructs the various types of graphs.
M. GEOMETRY	
M1. The student identifies the following terms: triangle, square,rectangle pentagon,hexagon,octagon,polygon.	1. Presenting labelled cut out shapes to the student, the teacher discusses the number of straight lines in each shape.

OBJECTIVE		ACTIVITY
		2. The student makes models of polygons using toothpicks, straws or pipe cleaners and labels each model.
		3. The student identifies shapes drawn on the board and states the number of sides.
M2.	The student identifies the following terms: point, ray, line, line segment, horizontal line, vertical line, parallel lines, perpendicular lines, intersecting lines and diagonal lines.	1. Using a flannel board, oaktag and yarn, the student manipulates the materials to illustrate the terms.
		2. Using a straight edge and pencil, the student draws the terms.
M3.	The student identifies the following angles: right, obtuse and acute.	1. Using manipulative materials, the teacher illustrates and defines the angles. The student manipulates the materials to create the three angles.
		2. The student uses a straight edge to illustrate the angle.
		3. The student identifies things in the room that illustrate the angles.
M4.	The student indentifies the following: circle, radius, diameter and compass.	1. Using a piece of cardboard, a tack, a pencil and a string, the student picks a center point on the cardboard, tacks the string to the cardboard and ties the pencil to the other end of the string. The student inscribes a circle, draws a radius and diameter and labels them.
		2. Using a compass, the student draws a circle and labels the midpoint. Using a straight edge, the student draws and labels radii and diameters.
		3. Given a work sheet of circles and a set of oral directions, the student draws radii points, midpoints, diameters and radii.
M.5	The student identifies and uses a protractor to measure angles.	Using a large protractor, the teacher demonstrates the degrees of a right angle, straight line and circle and draws them on the chalkboard.

WRITTEN LANGUAGE

OBJECTIVE	ACTIVITY
A. SYNTAX	
Nouns	
A1. The student writes labels for objects.	1. The student writes labels for classroom objects. 2. The teacher provides a board game with pictures and the student writes labels for the pictures. 3. The student labels all the nouns illustrated in a magazine advertisement.
A2. The student recognizes nouns in written sentences.	1. The student underlines nouns in newspaper and magazine advertisements. 2. The student lists nouns from a page out of a reading text.
A3. The student writes nouns in sentences.	1. The teacher uses the slotting technique, wherein nouns are missing from complete sentences and the student writes in the missing nouns. 2. The teacher uses a "Mad-Libs" type game leaving only the nouns blank. The student writes in the missing nouns. 3. The student writes original sentences using the above nouns.
A4. The student writes labels for proper nouns.	1. The student labels a teacher prepared map of a town. 2. The student creates an imaginary town map and labels the proper nouns. e.g. streets, buildings, parks 3. The student prepares an invitation address list. 4. The student writes a T.V. program schedule, listing program titles and performers. 5. The student writes an advertisement for a product.
A5. The student identifies proper nouns in written sentences.	1. The student underlines proper nouns in newspapers and magazines. 2. The student marks the proper nouns on a calendar.
A6. The student writes the plural form of regular nouns.	Refer to objectives in C Spelling - 25, 26, 27.
A7. The student writes the irregular plural form of nouns appropriately.	1. The teacher uses pairs of pictures. e.g. man-men, mouse-mice, in a "Concentration" type game, wherein the student turns up singular-plural pairs. 2. The teacher presents pairs of pictures. e.g. man-men, mouse-mice, and the student writes the labels for each pair.

OBJECTIVE	ACTIVITY
	3. The teacher uses the slotting technique wherein irregular plural nouns are missing and the student puts in the missing nouns.
A8. The student writes the possessive form of singular nouns appropriately.	1. The teacher presents two sentences on a slot board. e.g. This ball belongs to John. This is John's ball. The teacher then presents a sentence. e.g. This book belongs to Mary. This is _____ _____. The student, using teacher prepared cards (Mary, _____'s, book) inserts the cards in the correct slots.
	2. The teacher prepares a ten item ditto sheet. e.g. This cat belongs to Mary. This is _____ _____. The student writes "Mary's cat."
	3. The teacher prepares a ten item ditto sheet. in which the student paraphrases the stimulus sentence. e.g. This dog belongs to John. The student writes - This is John's dog.
A9. The student writes the possessive form of plural nouns appropriately.	1. The teacher presents two sentences on a slot board. e.g. The ball belongs to the boys. It is the boys' ball. The teacher then presents a sentence. e.g. The game belongs to the girls. It is the _____ _____. The student, using teacher prepared cards (_____', girls, game) inserts the cards in the correct slots.
	2. The teacher prepares a ten item ditto sheet. e.g. The books belong to the teachers. They are the _____ _____. The student writes "teachers' books."
	3. The teacher prepares a ten item ditto sheet wherein the student paraphrases the stimulus sentence. e.g. Where is the hamster that belongs to the brothers? The student writes - "Where is the brothers' hamster?"

OBJECTIVE	ACTIVITY

Pronouns

A10. The student recognizes the following pronouns:

he	they	ours
we	them	yours
me	their	its
us	this	theirs
you	whose	these
I	what	those
she	that	
him	who	
her	hers	
it	his	

1. The teacher displays a chart listing the pronouns in groups.

Personals		Questions	Pointers
I	we	who	this
me	us	whose	that
he	they	what	these
she	them	whom	those
it	its	which	
her	hers		
him	his		
you	their		
your	theirs		
	yours		
	you		
	our		
	ours		

2. The student underlines pronouns in newspaper and magazine advertisements.

3. The teacher presents a sentence on a slot board with the pronoun missing. The student inserts the correct pronoun.

4. The student crosses out the incorrect pronoun on a teacher prepared ditto sheet.
   e.g. They / ~~Them~~ went to the store.

Verbs

A11. The student writes verbs in sentences.

1. The student underlines verbs in newspaper and magazine articles.

2. The teacher displays a chart listing auxiliary verbs.
   have - has - had
   do - does - did
   was - were
   is - am - are
   be - been - being
   might
   will - shall

3. The student makes a list of verbs taken from magazine and newspaper articles and labels the verbs as action or auxiliary.

4. The student writes original sentences using the above verbs.

5. The teacher presents a ditto sheet with sentences containing alternate verb forms. The student selects the correct verb form.
   e.g. The boy _____ .
   run runs

OBJECTIVE	ACTIVITY
A12. The student writes present, past and future tenses of verbs appropriately.	1. The teacher presents sequence cards. The student arranges them in correct time sequence. The student writes captions describing the actions depicted. (Past, present or future.) 2. The teacher presents a three column sheet in the following manner:

Yesterday	Today	Tomorrow
I played	_____	_____
_____	I jump	_____
_____	_____	Will go

The student writes in the missing blanks.

Adjectives

A13. The student writes adjectives in sentences.	1. The teacher displays an object and elicits descriptive words from the students who write the words on the chalkboard. The teacher asks the questions "How many?" "What kind of?" "Which?", and the student underlines the words that answer those questions. 2. The student underlines adjectives in newspapers and magazine advertisements. 3. The teacher prepares a "Mad-Libs" type game, leaving only the adjectives blank. The student writes in the missing adjectives.
A14. The student writes adjectives in positive, comparative and superlative forms.	1. The teacher presents pictures which illustrate positive, comparative and superlative forms. The student selects the correct adjective for each picture. e.g. Three pictures of three different sized balls and captions saying big, bigger, biggest. 2. The teacher presents a three column sheet in the following manner:

big	bigger	biggest
small	_____	_____
_____	better	_____
_____	_____	happiest

The student writes in the missing adjectives.

Adverbs

A15. The student writes adverbs in sentences.	1. The student underlines words that end in "ly" or that answer the questions "How?" "When?" or "Where?" in teacher prepared sentences. 2. The teacher prepares a "Mad-Lib" type game in which the missing adverbs are labeled. e.g. The children ran _____ _____ _____ how? where? when?

OBJECTIVE	ACTIVITY
Other Parts of Speech	
A16. The student writes articles correctly and appropriately.	1. The student underlines articles in comic strips. 2. The student writes in the missing articles on a teacher prepared ditto of sentences.
A17. The student writes prepositions correctly and appropriately.	1. The teacher displays a chart listing the the prepositions. about, above, across, after, against, along, among, around, at, before, behind, below, beneath, beside, between, beyond, but(except), by, concerning, down, during, except, for, from, in, inside, into, like, near, of, off, on, out, over, since, through, to, toward, under, until, up, upon, with, within, without The teacher prepares a ditto sheet consisting of sentences with missing prepositions and the student writes the correct prepositions. 2. The student circles prepositions in a newspaper or magizine article. 3. After explaining that the most commonly used prepositions are at, up, to, and over, the teacher points out the acronym "AUTO" as a memory device.
A18. The student writes conjunctions correctly and appropriately.	1. The student circles conjunctions in a newspaper or magazine article. 2. The student writes in the missing conjunctions on a teacher prepared ditto sheet of sentences.
B. MECHANICS	
Capitalization	
B1. The student uses capitals to begin every sentence.	1. The student underlines the first letter of each sentence in a newspaper or magazine advertisement. 2. The student edits a teacher prepared ditto sheet, capitalizing the first letter in each sentence.

OBJECTIVE		ACTIVITY
B2.	The student uses capitals to begin proper nouns.	The activities for capitalizing proper nouns can be found in Syntax, Objective 4.
B3.	The student capitalizes the pronoun "I".	The teacher prepares a paragraph omitting the word "I". The student writes in the missing "I's".
B4.	The student uses capitals for initials.	1. The student circles the initials of names on a class list. 2. The student writes the initials next to the classmates' names, using capitials and periods. 3. The teacher prepares a ditto sheet with names: United Nations, American Broadcasting Company, International Business Machine. The student circles the initial letters and writes the initials.
B.5	The student uses capitals for important words in titles.	1. The student underlines titles of T.V. shows from a T.V. guide. 2. The student writes the titles for five books or movies, capitalizing them correctly.
B6.	The student uses capitals to begin titles before names.	1. The teacher elicits titles used before names from the student and writes them on the board using correct capitialization and punctuation. e.g. Dr.,Mrs.,Ms.,Mr.,Capt.,Rev. 2. The student writes an invitation list using the titles correctly.
Punctuation		
B7.	The student writes periods at the end of declarative sentences.	The teacher prepares unpunctuated paragraphs containing a variety of sentence types. The student punctuates the sentences using periods, question marks and exclamation marks correctly.
B8.	The student writes question marks at the end of interrogative sentences.	The teacher reads a variety of sentence types, expressively. The student writes the sentences and uses the appropriate end punctuation.
B9.	The student writes exclamation marks at the end of an exclamatory sentence.	The teacher presents a stimulus picture. The student writes appropriate sentences ending with a period, a question mark and an exclamation mark.
B10.	The student inserts commas after a greeting in a friendly letter, the closing of any letter, between city and state and in the date.	1. The student brings mail from home, (junk mail, business letters, friendly letters, etc.) and circles the commas. 2. The teacher presents a letter with the commas missing. The student inserts the commas appropriately. 3. The student writes a business or friendly letter using the commas appropriately.

OBJECTIVE	ACTIVITY
	4. The student writes birthdates of family members using commas appropriately.
	5. The teacher dictates dates and the student writes them using commas appropriately.
B11. The student uses commas to set off words and phrases in a series.	1. The teacher presents a ditto with sentences containing words and phrases in a series. The student circles the commas. e.g. Mary, come here. Yes, I will.
	2. The teacher presents scenarios which lend themselves to writing sentences using commas to seperate words in a series. e.g. preparing for a camping trip, packing an overnight bag, getting ready for a party.
B12. The student uses an apostrophe when writing contractions.	1. The teacher presents a paragraph from the newspaper and the student underlines the contractions.
	2. The teacher prepares a ditto sheet listing words on one side and contractions on the other side. The student draws a line from the words to the appropriate contraction.
	3. The teacher presents a paragraph containing underlined words which the student changes into contractions.
B13. The student uses an apostrophe when writing possessives.	1. The teacher prepares a paragraph containing many apostrophized possessives. The student underlines the possessives.
	2. Using the above underlined words, the student makes a list of the possessives and labels each one as singular or plural.
	3. The teacher presents sentences with missing apostrophes. The student writes the missing apostrophes.
	4. The teacher presents a ditto sheet of phrases. The student rewrites each word group, changing it to a possessive phrase. e.g. the toys of the children, the children's toys.
B14. The student uses quotation marks to indicate direct quotations.	1. The teacher presents an article from a newspaper or magazine. The student circles the quotation marks and underlines the quotes.
	2. The student selects a comic strip and rewrites the dialogue using quotation marks.

OBJECTIVE	ACTIVITY
B15. The student underlines or uses quotation marks around titles of poems, articles, books, stories and songs.	1. The student underlines or uses quotation marks for titles listed in a T.V. guide. 2. The teacher elicits titles of poems, books, stories,songs,etc. from the class. The students write them on the board, underlining or using quotation marks.
B16. The student uses a hyphen correctly to divide a word at the end of a line.	1. The student underlines hyphenated words at the ends of lines in a magazine article. 2. The teacher presents two and three syllable words and the student writes the words dividing the syllables with hyphens.

C. SPELLING
Introduction

The following are suggested methods for the developing spelling skills.

1. After the introduction of spelling rules and word families, the teacher dictates many examples for the student to write. Nonsense words and syllables are also dictated for practice in carrying out the rule.

2. Using a reward system, a savings account of 500 points is given to each student at the beginning of the marking period. A point is deducted for each word spelled incorrectly. The opposite also works: building an account with a point awarded for each word spelled correctly.

3. Sometimes a student spells a word "almost right". For example, trian for train is more correct than treek. Giving a student a point for each letter in its proper place, or a total of the number of letters that should be there (treek getting 2 points because of tr) encourages poor spellers and makes them feel that they are not all wrong.

4. Each student contracts for the number of words to be spelled on a weekly basis. If the student is successful on a test, short term and long term, the student may add one word. The student meets success and is then eager to add to the list.

5. Students that are struggling with spelling need visual aids (charts) to remind them of their progress.

6. Encourage student to write thoughts on a daily basis. Keeping a diary of their activities in school or just writing to each other in class shows the student that spelling helps to communicate. It also builds an understanding of why spelling is important.

7. Encourage the students to let you know what words they would like to know how to spell.

8. Auditory reinforcement is important for students with severe spelling problems. If possible, have the student spell the words out loud as they write them. This enables the student to see them, hear them and say them.

9. The use of mnemonic devices, where applicable, is encouraged. e.g.*

attendance - at ten (we will) dance.
bargain - it is not a bargain unless you gain.
grammar - any one can spell the first half, copy the second half from the first half in reverse order.
hear - you can hear with your ear.
cemetery - you go to the cemetery with "e's"

*Spelling for the Millions, E.L.Furness

10. The following is a recommended sequence of skills presented in three stages of difficulty. The teacher is to be flexible in presenting these skills according to the abilities and performance of individual students.

OBJECTIVE	ACTIVITY
The student consistently recognizes the visual symbol for the auditory sound made of initial, medial and final consonants, blends, digraphs and silent consonants.	Concrete The teacher presents objects and/or pictures of words containing the sounds to be learned. The student indenifies the objects or pictures containing the sounds. (Auditory Recognition and Discrimination) Transitional 1. The teacher presents a series of words on a cassette tape. The student indicates on a work sheet which words contain the specific phonic elements. 2. The teacher dictates a list of words containing the phoneme to be learned. The student writes the words. Abstract The student reads words containing the skills to be mastered in context and in isolation. (Visual Recognition and Discrimination)

RECOMMENDED SEQUENCE OF SKILLS

Initial and final consonants

b	h	l	p	t	x
d	j	m	r	v	y
f	k	n	s	w	z

Consonant blends

bl	br	sw	st	nk
cl	cr	tw	sp	nd
fl	dr		sn	
gl	fr		sm	
pl	gr		sk	
sl	pr		sc	
	tr			

Silent Consonants

ph	gu	ng	kn	gh	wr

Consonant digraphs

sh
ch
th - voiced (this)
th - unvoiced (then)
ck
wh

Difficult consonants

"c" - city (s sound)
"c" - coat (k sound)
"g" - go (guh sound)
"g" - giant (j sound)
"q" - queen (kw sound)

OBJECTIVES

It is to be understood that the recommended sequence of developmental reading skills of the Basic Level of Special Education Core Curriculum Manual, page 52, has been mastered.

C1. The student writes one syllable words with short vowel sounds. (C V C)

C2. The student applies the silent "e" rule: in a one syllable word ending with "e" the initial vowel is long and the "e" is silent.

C3. The student applies the "fls" rule: words of one syllable ending in "f,l or s" usually end in double "f", double "l" or double "s".

C4. The student says and writes the following vowel endings in isolation: ed, es, er, est, ing, age, ous, ive, ance, ation, ity, en, ive, al, eth, y (long "e").

C5. The student says and writes the following consonant endings in isolation: less, ment,mess, ness, ful, some, ly.

C6. The student masters the "y" rule: change a "y" to "i" when it is preceded by a consonant (exception:"ing" is added to words ending in "y").

C7. The student applies the doubling rule: if a one syllable word follows the CVC pattern and the ending to be added begins with a vowel, double the final consonant and add the ending.

C8. The student writes long "a" family words:

"a" consonant + "e"	eg. date, hate, skate
"a" spelled "ai"	eg. rain, train, brain
"a" spelled "ay"	eg. way, stay, clay
"a" spelled "ea"	eg. steak, break, great
"a" spelled "eigh"	eg. sleigh, weigh, eight
"a" spelled "ei"	eg. vein, veil, reign

C9. The student writes "ai" family words: eg. chair, nail, pair, train.

C10. The student writes the initial "schwa" sound "a": eg. above, about, around, abrupt.

C11. The student writes "e" family words:

"e" spelled "ea"	eg. each, reach, teach
"e" spelled "ee"	eg. seed, feed, deed
"e" spelled "ea"	eg. thread, bread, head
"e" spelled "ie"	eg. piece, brief, grief
"e" spelled "ei"	eg. either, neither, receive

C12. The student applies the rule, "i" before "e" except after "c".

C13. The student writes long "i" family words:

"i" = consonant + "e"	eg. pine, lime, nine
"i" spelled "y" (end)	eg. cry, try, fly
(middle)	eg. type, style, hyper
"i" spelled "igh"	eg. fight, night, right
"i" spelled "ie"	eg. tie, pie, die, lie

C14. The student writes long "o" family words:

"o" spelled "oa"	eg. load, road, coat
"o" spelled "ow"	eg. grow, snow, slow
"o" spelled "ou"	eg. shoulder, boulder

"o" + consonant + "e" eg. joke, cone, rose

C15. The student writes long "oo" and "u" words:
"u" spelled "oo" eg. noon, room, shoot
"u" spelled "o" eg. move, prove
(followed by "v")
"u" spelled "u" eg. excuse, confuse
"u" spelled "ew" eg. new, chew, nephew

C16. The student writes short "oo" words: eg. book, foot, hoof.

C17. The student writes the "uff" spelled "ough": eg. enough, tough, rough.

C18. The student writes words with the "er" sound:
"er" spelled "er" eg. term, her, serve
"er" spelled "ur" eg. burn, nurse, fur
"er" spelled "ir" eg. bird, firm, flirt
"er" spelled "or" eg. worm, work
"er" spelled "ear" eg. learn, search, earn

C19. The student writes words with the "or" sound:
"or" spelled "or" eg. fort, force, corn
"or" spelled "oar" eg. roar, oar, soar
"or" spelled "ore" eg. tore, store, more, core
"or" spelled "our" eg. four, pour

C20. The student writes words with the "ow" sound:
"ow" spelled "ow" eg. cow, gown, now
"ow" spelled "ou" eg. out, our, round

C21. The student writes words with the "aw" sound:
"aw" spelled "aw" eg. lawn, claw, flaw
"aw" spelled "augh" eg. caught, taught, daughter
"aw" spelled "a" eg. salt, all, call
"aw" spelled "ough" eg. bought, fought, brought
"aw" spelled "o" eg. song, strong, belong
"aw" spelled "au" eg. autumn, August, haunt

C22. The student writes words with the "oi" sound:
"oi" spelled "oi" eg. oil, soil,void
"oi" spelled "oy" eg. boy, toy, joy

C23. The student writes words with the "k" sound:
"k" spelled "c" eg. magic, cat, act
"k" spelled "ck" eg. back, lock, pick
"k" spelled "ch" eg. Christmas, chorus

C24. The student writes words with silent letters"
"w" eg. write, wrong, wreck
"k" eg. knight, knife, know
"b" eg. dumb, doubt
"n" eg. autumn, column
"g" eg. gnaw, gnat
"h" eg. ghost, hour, honest

C25. The student adds "s" to most singular nouns to make them plural: eg. boys, pens, rings.

C26. The student adds "es" to words ending in "s","x","z","sh",and "ch", e.g. misses, mixes, buzzes, mashes, churches.

C27. The student changes "y" to an "i" and adds "es" when the "y" is preceded by a consonant, e.g. flies, parties, cemeteries, berries.

ACTIVITIES

The following are suggested activities for the development of spelling skills.

Auditory Discrimination

1. The teacher provides sounds and the student "makes up" words by adding the sound or sounds to the target phoneme,e.g. for the "sh" sound:"ip","op","ape", "ine".

2. The teacher reads a list of words and the student names a rhyming word that starts with a specified letter or letters.

3. The student names things that start with different sounds, but end in the same sound as the base sound the teacher provides.

4. The student creates and writes rhyming sentences.

5. The teacher reads lists of words in groups of 3 or 4. The student signals when a word rhymes with a previous word.

6. The teacher provides a word and the student changes the last letter to form another word.

7. The teacher reads lists of paired words to the student and the student tells which words have the same sound and which do not. This activity may be used with both consonant and vowel sounds.

8. The teacher says two words that sound something alike. The student listens to the ending. The teacher asks the student to write in a sentence the first or second word, e.g. her - hurt, cold - coal.

9. Student makes as many words as possible by changing the vowel sound in a given word: bat: bit, but, bet.

10. The student creates simple sentences made up of words with a common phoneme, such as the long "e" sound, e.g. Dean leaped easily.

11. The teacher constructs a Consonant Wheel (oaktag circle with a spinner, divided into sections each containing a consonant). The student spins and says the sound. The student writes a word using the sound in the beginning, middle or end, depending upon the instructions given by the teacher. This wheel can be used for vowels, diagraphs and blends.

12. The teacher says four consonant-vowel-consonant words. The student names the letter for the first sound in each word. This activity is repeated for the last sound.

Auditory Closure

1. The teacher develops sound blending activities. The student indicates the word after the teacher says its individual sounds.

2. Given a C V C word, the student divides it into phonemes.

3. Given a word with a missing phoneme, e.g._elephone, the student supplies the complete word.

Auditory Memory

1. The student repeats an increasingly difficult series of letters, words and phonemes.

2. The teacher prepares a tape and/or a set of Language Master cards with the basic sight vocabulary words or commonly misspelled words. A list of these words is also prepared for the student. On the tape, the teacher says the word, spells it, says it, spells it. The student listens to these tapes regularly with the list in view. The teacher checks for mastery before going on to another list.

Visual Closure

1. The teacher makes up sentences with letters left out of some words for the student to decode.

2. Using the student's spelling list, the teacher scrambles the letters of each word. The student unscrambles the letters to reconstruct the spelling list.

3. The student plays a "hangman" type game using words from the spelling list.

4. Crossword puzzles, using the student's spelling words, are prepared by the teacher, incorporating the particular spelling rules on which the student is working.

5. The teacher provides lists of compound words presented in two columns for the student to match.

6. The teacher provides nonsense words or syllables on index cards. The student pronounces the nonsense word by sound-letter association and arranges the parts to spell a word. e.g. fur nish
jour ney
cer tain

7. Tachistoscope activities are provided by the teacher. This device can be made by closing a folder with masking tape and cutting out a window. Lists of words are written on adding machine tape and fed manually through the machine by the student. The student reads the words as quickly as possible.

8. The student folds a sheet of paper vertically into three columns. The student traces the word already written in the first column by the teacher, then copies the word into the second column and, covering the word, the student writes the word from memory into the third column.

9. The teacher provides the Dolch Basic Word List on index cards. The student looks at the card, says the word, closes the eyes and visualizes the word, checking to see if the spelling is correct.

10. The teacher provides the student with a group of letters; e.g. (m,t,a,e). The student writes as many sequences of these letters as will make words.

Visual Memory

1. The teacher gives the student four cards, each with one word. The student arranges the cards in proper order to make a sentence. The student studies the sequence, then copies it on paper. The teacher then removes the cards and the paper. The student writes the sentence from memory.

2. A difficult word is written cursively on the chalkboard. The teacher gently erases the word so that just a faint outline remains. The student traces over the letters with chalk, saying each letter aloud. The student then erases the word gently and repeats the process. This can be done several times. The student then attempts to write the word from memory, spelling it aloud while writing the word.

3. The teacher writes the different spellings of a particular sound on the chalkboard. e.g. "a" + consonant + "e"
"a" spelled "ay"
"a" spelled "ai"
"a" spelled "ea"
"a" spelled "eigh"
"a" spelled "ei"

The teacher elicits from the student examples of each. The students work in groups and write as many words in each pattern as possible. They may use any book, including the dictionary. The teacher compiles the lists and puts the words on a chart. The students can easily see which is the most common spelling by the length of each column.

Visual Discrimination

1. Starting with one letter, the student must create a new word by adding one letter at a time to reach the target word.
e.g. Go from "a" to "shame" - "a", "am", "ham", "sham", "shame".

2. The teacher provides a work sheet with a list of words. The student adds another vowel to make a new word. e.g. mad - maid/made
led - lead/lied

3. The teacher prepares index cards with words written on each card in a different writing style. The forms used are cursive, manuscript, manuscript all caps, manuscript all lower case, long,slender letters, and broad letters. The purpose is to allow the student to see the same word written several different ways.
* D.L.M. Letter Constancy Cards.

4. The teacher provides a list of words that have "little words" in them. The student makes a list of all the words found within the word. For more complexity, the teacher selects words in which the "little words" are not obvious. e.g. aware - are

5. The teacher adapts familiar games such as "Concentration", "Bingo" and "Hangman" to incorporate spelling words.

D. ORTHOGRAPHY

OBJECTIVES

D1. The student recognizes capitalized and lower case cursive letters.

D2. The student reads cursive writing.

D3. The student writes cursive letters accurately.

D4. The student spaces letters and words correctly.

D5. The student maintains straight margins, left and right.

D6. The student writes numbers ans symbols correctly.

D7. The student transcribes manuscript words and sentences into neat, legible cursive writing.

D8. The student transcribes dictation of words and sentences into neat, legible cursive writing.

D9. The student writes an original paragraph in neat, legible cursive writing.

D10. The student uses neat, legible cursive writing consistently in all writing.

ACTIVITY

There are a varitey of programs and aids available which are helpful in forming good cursive writing. Among them are the Durbrow program "Learning to Write". This program includes a "Swing Into Letters" system, which utilizes the face of the clock for forming cursive letters. The teacher may choose this type of program for children who have difficulty with small motor skills and eye-hand coordination.

Teaching aids for dysgraphic children include special implements, such as pencil grips, pencils with finger guidelines, papers with margins, double lines, color guide lines, slanted lines or embossed lines.

There are some children whose lack of fine motor control makes the production of neat, legible handwriting extremely difficult, if not impossible, regardless of the instructional methods and materials used. These children should be taught and encouraged to use typewriters at an early age, and such machines should be readily available to them.

OBJECTIVE	ACTIVITY
	E. SENTENCES
E1. The student recognizes groups of words as complete or incomplete sentences.	1. The teacher explains the subject and predicate as the essential parts of a sentence. The teacher presents simple two word (noun-verb, pronoun-verb) sentences. e.g. Mary ran. She ran. The student writes ten two word (noun-verb, pronoun-verb) sentences.
	2. The teacher presents a list including complete and incomplete sentences. The student copies only the complete sentences.
	3. The teacher presents a list of incomplete sentences and a word bank. The student completes the sentences using the words in the bank.
	4. The teacher presents a list of incomplete sentences. The student completes the sentences.

OBJECTIVE		ACTIVITY
E2.	The student writes a simple declarative sentence.	1. The teacher explains a declarative sentence, emphasizing end punctuation, and prepares a paragraph containing a variety of sentence types. The student underlines the declarative sentences. 2. The teacher presents five stimulus cards and the student writes a declarative sentence for each stimulus card. The student seperates subject and predicate.
E3.	The student writes a simple interrogative sentence.	1. The teacher explains an interrogative sentence, emphasizing end punctuation. The student underlines interrogative sentences from a magazine or newspaper article. 2. The teacher presents a list of ten declarative sentences and the student changes the declarative sentences to interrogative sentences and writes the sentences.
E4.	The student writes an imperative sentence.	1. The teacher explains an imperative sentence, emphasizing end punctuation. The teacher prepares a paragraph containing a variety of sentence types. The student underlines the imperative sentences. 2. The teacher explains a subject may be understood instead of being expressed. The teacher presents sentences with understood subjects, e.g. Sit down. The student writes the sentences adding the understood subjects in brackets, e.g. (You) sit down. 3. The teacher presents scenarios which lend themselves to writing imperative sentences, e.g. giving instructions for a game, setting rules of conduct. The student writes appropriate imperative sentences.
E5.	The student writes an exclamatory sentence.	1. The teacher explains an exclamatory sentence expresses strong feeling and the end punctuation is an exclamation mark. The teacher prepares a paragraph containing a variety of sentence types. The student underlines the exclamatory sentences. 2. The teacher presents five stimulus cards and the student writes an exclamatory sentence for each stimulus card.

F. EDITING

OBJECTIVE		ACTIVITY
F1.	The student recognizes errors of capitalization and punctuation.	The student reads a paragraph containing run-on sentences and circles errors of capitalization and punctuation.
F2.	The student edits errors of capitalization and punctuation.	Using the same paragraph as above, the student writes the necessary corrections of capitalization and punctuation.
F3.	The student recognizes errors of spelling.	The student reads a paragraph containing a specified number of spelling errors and circles the specified number of errors.
F4.	The student edits errors of spelling.	1. Using the same paragraph, the student writes the correct spelling above the errors, using a dictionary to check the spelling. 2. The student reads a paragraph containing errors of capitalization, punctuation and spelling and edits the paragraph writing the necessary corrections.
F5.	The student recognizes errors of usage.	The student reads a paragraph containing errors of usage and circles the errors.
F6.	The student edits errors of usage.	Using the same paragraph the student writes the correct usage form.
		(For F7 and F8)
F7.	The student recognizes inappropriate content.	1. The student reads a paragraph containing a sentence that is irrelevant to the content and circles it.
F8.	The student edits errors of content.	2. The student reads a paragraph containing a phrase that is irrelevant to the context and circles it. 3. The teacher writes a paragraph from a story which has been altered to contain errors identified above. The class as a whole edits the paragraph. The teacher and the class compare the edited material to the original text.

G. PARAGRAPHS

G1.	The student recognizes an indented paragraph.	1. The student brackets paragraphs in a magazine article. 2. The student writes the paragraph sign before each paragraph in a letter.
G2.	The student uses the indented form of paragraphing.	1. The teacher provides a ditto sheet with short paragraphs, unseperated, but marked with the ¶ sign. The student rewrites the paper, using indented paragraphs. 2. The student writes a friendly letter, using indented paragraphs.

	OBJECTIVE	ACTIVITY
G3.	The student writes a topic sentence.	1. The student underlines topic sentences from a teacher prepared ditto sheet. 2. The teacher gives the student a stimulus picture and the student writes a topic sentence relating to the picture.
G4.	The student writes a paragraph, indenting correctly, including a topic sentence and supporting sentences.	1. Using the topic sentence from the stimulus picture, the student writes a paragraph, including two supporting sentences. 2. The teacher presents four related sentences out of sequence. The student rewrites the sentences in paragraph form, using logical sequence. 3. The student writes a paragraph describing an unnamed classmate. The paragraph is read aloud and the other students identify the "mystery" classmate.

H. STORIES AND/OR ESSAYS

H1.	The student recognizes that a story has an introduction, a body and a conclusion.	1. The teacher gives the student a ditto sheet with a three paragraph short story and labels the introduction, the body and the conclusion. 2. The teacher prepares a three paragraph short story with the introduction, body and conclusion in incorrect sequence. The student numbers the paragraphs in correct sequence.
H2.	The student writes a narrative story, three paragraphs in length, having an introduction, body and conclusion.	1. Working in groups of three, student #1 given a topic sentence, writes an introductory paragraph and passes it to student #2. This student writes a paragraph developing the introduction(body) and passes it to student #3. This student writes a paragraph drawing the conclusion. 2. As a committee, the above students rewrite and edit the paragraphs as a short story. 3. Given a comic strip, the student develops and writes a short story based on the comic strip.
H3.	The student writes a descriptive story about a person, place or an object.	The teacher prepares three grab bags, labeled "people", "places" and "things", containing names of famous personalities, places of interest and familiar objects. The student selects one topic from each bag and writes a descriptive, three paragraph story about each topic.

OBJECTIVE		ACTIVITY
H4.	The student writes a summary of a literary work:e.g. novel, play, short story, biography.	1. The teacher prepares a book report form containing the following headings: Title, Author, Publisher, Type of Book, Main Characters, Summary of Plot and Student's Opinion. The student fills out the form after reading the book. 2. Using the above completed form as a model, the student writes a summary of a literary work.
H5.	The student writes a summary of a movie, play or T.V. program.	1. From the T.V. Guide, the student selects a program for reviewing. The teacher provides the student with a form containing the following headings: Name of Show, Type of Show, Principal Characters, Summary of Plot and the Student"s Opinion. 2. The next day, using the completed form, the student writes a summary of the show.
H6.	The student writes a poem or a poetic piece of prose.	1. The student reads and listens to examples of poetry and poetic prose selected by the teacher. 2. The student supplies the missing rhymes in a variety of verses. 3. Given two rhyming words, the student writes a verse. 4. Using a topic and a word bank, the student writes a brief poetic piece. e.g.Topic: Autumn. Word Bank: leaves, chill, pumpkin,frost, red, yellow, orange.
	J. FORMS OF LETTERS	
J1.	The student recognizes the parts of a friendly letter (date, greeting, body,closing, signature.)	1. The teacher displays a chart with a model of a friendly letter, with date, greeting, body, closing and signature labeled in different colors. Using teacher prepared magnetic cards with date, greeting, body, closing and signature, the student constructs a friendly letter duplicating the model form. 2. The student brings mail from home and circles the date, address, greeting, body, closing and signature in appropriate colors.
J2.	The student writes a friendly letter.	After reading and discussing several examples of friendly letters, the student picks a classmate's name out of a hat and writes a letter to that student. The letter is written on a teacher prepared ditto, with appropriate guidelines for spacing and positioning.

OBJECTIVE	ACTIVITY
J3. The student writes a thank you letter.	After reading and discussing several sample thank you letters, the student writes a letter thanking someone for a gift, using a prepared ditto with appropriate guidelines for spacing and positioning.
J4. The student writes a letter of invitation.	The class plans an activity that requires invitations. They discuss and list the additional information needed in an invitation e.g. date, time, place and purpose of activity and R.S.V.P. The students write invitations to the event.
J5. The student addresses an envelope correctly.	1. The teacher displays a model of a properly addressed, stamped envelope, with name, street address, city, state and zip code of both sender and receiver labeled in different colors. 2. The student brings addressed envelopes from home and circles the name, street address, city, state, and zip code of both sender and receiver in appropriate colors. 3. The student addresses and stamps the invitation envelopes and brings them to the post office for delivery.
J6. The student recognizes the parts of a business letter (date, inside address, greeting, body, closing, and signature).	1. The teacher displays a chart of a business letter, with various parts labeled in different colors. Using teacher made magnetic cards with date, inside address, greeting, body, closing, and signature, the student constructs a business letter duplicating the model form. 2. The students bring in business letters from home, and label the various parts.
J7. The student writes a business letter.	The student chooses an item of interest from a catalogue. Using a teacher made ditto with appropriate guidelines for spacing and positioning, the student writes a business letter, requesting information about the item.

STUDY SKILLS

OBJECTIVE	ACTIVITY
A. ORGANIZATIONAL SKILLS	
A1. The student maintains an organized notebook.	1. The student examines a sample notebook prepared by the teacher with divided subject sections. 2. The student sorts work sheets according to subject area, and places them in their proper folders. The student places folders into a binder. 3. The student keeps written work in appropriate sections. 4. The teacher monitors the student's notebook on a weekly basis.
A2. The student completes a homework assignment sheet daily.	1. The teacher and the student, formulate a daily homework assignment sheet. 2. The student, using a model, constructs a daily homework assignment sheet filling in assignments which will be checked by the teacher and/or parent daily. 3. The teacher provides a calendar ditto.
A3. The student will maintain a supply of pens, pencils, erasers, etc., in a zippered case in the notebook and at the desk.	1. The teacher elicits from the student all possible "tools" needed to complete a typical school day. 2. The teacher transfers the student's responses onto a ditto sheet. The student and teacher decide on a time when all supplies will be brought to school. The student checks off on the ditto sheet as supplies are brought in. 3. The student makes a note on the homework assignment sheet to replace a particular "tool" when the supply is low.

DAILY HOMEWORK ASSIGNMENTS (Sample)

Name:

Date:

Subjects: Date Due

Math

Text: _____ _____
Workbook: _____ _____
Sheets: _____ _____

Spelling: _____ _____

Reading: _____ _____

Writing: _____ _____

Science: _____ _____

Social Studies: _____ _____

Other: _____ _____

Reminders: _____ _____

Comments: _____

_____

_____

_____
Parents Signature

OBJECTIVE	ACTIVITY
B. TRANSITION FROM CLASS TO CLASS	
B1. The student will know the location of all assigned classes.	1. The teacher and student walk together from the home base class to other classes. 2. The teacher writes the subject matter, room number, and time on a schedule form. 3. The teacher points out visual clues to facilitate orientation. 4. The student guides the teacher to the assigned classes. 5. The student locates classes without supervision.
B2. The student arrives to assigned classes on time.	1. The teacher and student extract from the individual schedule the times the student must leave the room to report to the next class. 2. Using a kitchen timer, the teacher and student set the timer at the beginning of class to alert the student when it is time to prepare to leave for another classroom. e.g. If it is 45 minutes until the class, the student sets the timer for 40 minutes, allowing for cleanup and preparation time. 3. The student sets the timer with teacher's supervision. 4. The student sets the timer without supervision. 5. Given a teacher-prepared ditto of clocks, one clock for each assigned class, the student and teacher draw in the hands of the clock allowing enough time for cleanup, preparation, and walking to that class. The room number for each subject will be under the appropriate clock.

MUSIC ROOM 9

OBJECTIVE	C. WORK HABITS	ACTIVITY
C1. The student will attend to a task until it is completed.		1. The teacher assigns a realistic task that can be completed within the student's attention span. To help the student achieve this objective, the teacher and the student develop an appropriate program. This procedure continues gradually, increasing the length of time it takes for the student to complete the task. 2. The teacher and the student design a chart of the day's assigned tasks, listing the estimated time it will take to complete each task. They decide how many tasks must be completed before the student earns a "privilege." The teacher checks each task as it is completed. 3. Following the above procedure, the student checks off the tasks as they are completed.
	D. OUTLINING	
D1. The student develops an awareness that the purpose of an outline is to organize information in a specific manner.		1. The teacher prepares a completed outline ditto on a subject being studied. The student receives a copy of the outline. The teacher discusses the subject from the outline; the student follows along from the prepared outline. The teacher guides the student with the outline. The teacher writes the outline on the chalkboard or overhead projector as they discuss the subject matter. The above activity is repeated several times. (See Sample Outline I)
D2. The student demonstrates an understanding of the relationship between the Topic Sentences and Supporting Details.		2. The teacher prepares an outline ditto for the student with Topic Sentences included. (See Sample Outline II). The teacher discusses the topic sentences. As each sentence is discussed the teacher elicits supporting statements and information from the student. The teacher list the statements on the "chalkboard outline" and the student copies it on the ditto outline. The above activity is repeated as often as possible in the content areas.

OBJECTIVE	ACTIVITY
D3. The student organizes information according to topics.	1. The teacher prepares an outline ditto with four topics. (See Sample Outline IIIA). The teacher prepares a ditto with clusters of supporting statements. (See Sample Outline IIIB). The student cuts each cluster and places it under the appropriate topic sentence. 2. The teacher prepares an outline ditto with topics and a bank of supporting items. (See Sample Outline IV). The student fills in the outline ditto. 3. The student completes a homework assignment similar to the above activities. 4. Given an outline of topics and supporting details, the student organizes the information and writes it in paragraphs and sentences.
D4. After reading and discussion of a short selection, the student outlines the material.	1. Using a questioning technique, the teacher elicits information from the students. The teacher writes the information on the chalkboard. 2. Using a questioning technique, the teacher has the student organize the information in outline form. The teacher writes the outline on the chalkboard as it is developed. (See Sample Outline V).
D5. The student organizes information independently.	1. The teacher and student develop an outline after discussion of a lesson. 2. The student completes a homework assignment similar to the above activity.

SAMPLE OUTLINE I

OUR BODY

I. The Circulatory System

A. The heart

1. Right auricle
2. Left auricle
3. Right ventricle
4. Left ventricle

B. Blood vessels

1. Arteries
2. Veins
3. Capillaries

C. The blood

1. Red blood cells
2. White blood cells
3. Platelets

D. Diseases

1. Leukemia
2. Hemophelia
3. Varicose veins

II. The Respiratory System

A. The breathing mechanism

1. Nasal cavity
2. Mouth
3. Larynx
4. Trachea
5. Bronchi

B. The lungs

1. Oxygen
2. Carbon dioxide

C. Diseases

1. Asthma
2. Croup
3. Diptheria
4. Pollution

III. The Skeletal System

A. The skull

1. Cranium
2. Sutures
3. Facial bones

B. The spine

C. Other

1. Ribs
2. Arms
3. Legs

D. Diseases

1. Posture

a. Scoliosis
b. Rickets

SAMPLE OUTLINE II

OUR BODY

I. The Circulatory System carries blood through our body.

A. The heart acts as a pump.

1.

2.

3.

4.

B. The blood vessels carry blood to all the parts of the body.

1.

2.

3.

C. The blood contains different kinds of cells.

1.

2.

3.

D. Diseases occur when the Circulatory System does not work properly.

1.

2.

3.

SAMPLE OUTLINE III A

OUR BODY

I. Circulatory System

A. The heart

B. Blood vessels

C. The blood

D. Diseases

(cut here)

SAMPLE OUTLINE III B

1. Right auricle
2. Left auricle
3. Right ventricle
4. Left ventricle

(cut here)

1. Leukemia
2. Hemophelia
3. Varicose veins

(cut here)

1. Red blood cells
2. White blood cells
3. Platelets

(cut here)

1. Arteries
2. Veins
3. Capillaries

(cut here)

SAMPLE OUTLINE IV

OUR BODY

I. The Circulatory System

A. The Heart

B. Blood Vessels

C. The Blood

D. Diseases

Bank of Supporting Items

Red blood cells
Left auricle
Leukemia
Arteries
Right ventricle
White bloodcells
Capillaries
Vena Cava
Helophelia
Platelets
Left auricle
Aorta
Varicose veins
Right ventricle
Veins

SAMPLE OUTLINE V

Outline to be developed by questioning technique

The Weather

I. How do we find out about today's weather?

(Lead children to "discover" answers)

A. Radio

B. Newspaper

C. Television

D. Telephone

E. Our senses

a. Looking - eyes

b. Hearing - ears

c. Feeling

1. Hot

2. Cold

OBJECTIVE	ACTIVITY
E. USING REFERENCES	
E1. The student alphabetizes to the third letter of a word.	1. The student writes the alphabet in correct sequential order. 2. The student completes dot-to-dot activities using upper and lower case letters. 3. The student fills in missing letters in alphabetical sequence. 4. The student arranges a list of 26 words (A to Z) in alphabetical order. 5. The student alphabetizes various lists of words starting with different letters. e.g. class lists shopping lists states 6. The student alphabetizes index cards of words according to the second letter. 7. Using the above activity, the student alphabetizes to the third letter.
E2. The student uses guide words to help locate a word in the dictionary.	1. Given a list of words, the student locates them in the dictionary and writes the page number. 2. The teacher prepares a paragraph containing several unfamiliar words. The student underlines the unfamiliar words, locates them in the dictionary, and explains their meanings.
E3. The student uses the dictionary to find multiple meanings of words.	1. The teacher prepares a ditto with sentences containing multiple meanings of a particular word. The student finds the word in the dictionary and states the meaning for each sentence. e.g. Run a. She has a run in her stocking. b. Can you run a projector? c. Run along now. d. The melting ice cream began to run down my arm. 2. The student writes a sentence illustrating the different meanings of a word.

OBJECTIVE	ACTIVITY
E4. The student uses an encyclopedia to gain information. *The encyclopedia used is to be within the students' reading ability.	1. The teacher presents a set of encyclopedia, noting that the volumes are arranged in alphabetical sequence. 2. The student selects the volume in which a given subject is located. 3. The student locates a given subject in the correct volume of an encyclopedia. 4. The student locates a given subject in the correct volume of an encyclopedia and writes a short report.
E5. The student uses maps to locate specific information.	1. The teacher prepares a large outline map of the local community. The students, through discussion, field trips, walking tours, fill in the details. e.g. streets, homes, landmarks, stores, etc. 2. The teacher laminates a large map (community, county, state, etc.) noting the directional key for north, south, east, and west. Using a magic marker, the student follows oral directions given by the teacher. 3. The teacher prepares questions on index cards relating to a specific map. The student picks a card and answers the question by locating the information on the map. e.g. Point to the capital of Arizona. In which direction would you travel from New York to Boston?

F. STUDYING

Introduction

The student develops individual studying techniques, depending on the stronger modality (visual vs. auditory) and the subject area to be studied.

The following activities are just a few samples of materials the student and teacher develop together in class to aid in home studying.

F1. The student organizes information to study for a test in spelling, math, vocabulary, and content subject areas.	1. Flash cards, practice sheets, "trace, copy, memory" techniques, and index cards in math facts, spelling words, and vocabulary meanings are utilized. 2. Student organizes information in a content area into outline form.

OBJECTIVE	ACTIVITY
	3. Using the outline, the student writes short paragraphs.
	4. The student changes the topic sentences into questions and uses the details to answer questions. This may be done in written or oral form, depending on the stronger modality.

THE SPECIAL EDUCATION CORE CURRICULUM MANUAL

INTERMEDIATE LEVEL

- Reading
- Mathematics
- Written Language
- Study Skills

APPENDIX I

SUGGESTED RESOURCE MATERIALS

Region III Special Education
Administrative Building
162 Knickerbocker Road
Demarest, New Jersey 07627

LEONARD MARGOLIS, DIRECTOR

INTRODUCTION

At the request of many Region III staff members, the Core Curriculum Committee developed an Appendix to accompany The Special Education Core Curriculum Manual, Intermediate Level. The listing is not a recommendation or endorsement of any product, text, or material, but rather a guide or suggestion in choosing types of educational products needed to implement the Manual's objectives and activities.

The Appendix lists suggested materials in each of the four major subject areas and provides the names and addresses of each publisher. Catalogs for most companies are available at the Region III Office.

Leonard Margolis

Deonard Margolis, Director
Special Education Region III

LM/ck

READING

MATERIAL	PUBLISHER
1. Conquests in Reading	Webster Division - McGraw Hill
2. Specific Skill Series	Barnell-Loft
3. Supportive Reading Skills Series	Barnell-Loft
4. Multiple Skill Series	Barnell-Loft
5. Skillboosters Series	Modern Curriculum Press
6. Basic Thinking Skills	Midwest Publications
7. Developing Reading Comprehension Skills	Oceana Educational Communications
8. Reading Comprehension Kits	W. L. Linn, Inc.
9. Workbooks, Worksheets, Gameboards and Activity Cards	Frank Schaffer Publications

WRITTEN LANGUAGE

A. Syntax

1. Mad-Libs	Price/Stern/Sloan
2. Caveman Plurals	Instructo
3. Slot Board	Developmental Learning Materials
4. Sequence Cards	Developmental Learning Materials
5. Parts of Speech	Teaching Resources
6. Verb-tense Boards	Developmental Learning Materials

B. Spelling

1. Spelling for the Millions	The American Library by E.L. Furness
2. Scrabble for Juniors	Hammett
3. Scrabble	Hammett
4. Sea of Vowels	Ideal
5. Ends and Blends	Ideal
6. Spello	Ideal
7. Anagrams	Hammett
8. Word Demon Spelling	Educators Publishing Company
9. Phonics Wheel	Teaching Resources
10. Rhyming Wheel	Teaching Resources
11. Boggle	Hammets
12. Dolch Basic Word List	Garrard Publishing Company
13. Language Master	Bell and Howell

MATERIAL	PUBLISHER

C. Orthography

1. Durbrow, Learning to Write	Educators Publishing Company
2. Dubnoff School Program 3	Teaching Resources
3. Pencil Grips	Developmental Learning Materials
4. Write, Right or Left	Walker Publishers

D. Sentences

1. Sentence Scrabble	Hammett
2. Sentence Sharpies	Teaching Resources
3. Fokes Sentence Builder	Teaching Resources
4. Rolling Reader	Instructo
5. Written Language Cards	Developmental Learning Materials

E. Punctuation

1. Abbreviation Boards	Developmental Learning Material
2. Capitalization and Punctuation, Intermediate	Curriculum Associates

STUDY SKILLS

1. Sequences on Exercises (Introduction to Outlining)	Curriculum Associates
2. Thirty Lessons In Outlining Level 1	Curriculum Associates
3. Following Directions Primary, Intermediate	Curriculum Associates
4. Developing Dictionary Skills	Good Apple
5. Organizing Information	Modern Curriculum Press
6. Using References	Modern Curriculum Press
7. Classroom Skills (filmstrip)	Learning Tree
8. Library Skills Filmstrip: Using a Dictionary Using an Encyclopedia Using Reference Books	Learning Tree
9. Reference and Study Skills (duplicating masters)	Gamco
10. The Better Reading Workshop-Study Skills	Globe

MATERIAL	PUBLISHER

MATHEMATICS

A. Computation

1. Digitor Drillmaster	Nasco
2. Joining Sets	Media Materials
3. Taking Sets Apart	Media Materials
4. Up and Down	Media Materials
5. Hexagon	Developmental Learning Materials
6. Chip Trading	Opportunities For Learning
7. Slam-Division	Prentice Hall
8. Winning Touch Game	Lakeshore Materials

B. Fractions

1. Fraction - Match Up	Developmental Learning Materials
2. Fraction Bars	Opportunities for Learning

C. Money

1. Money Game	Developmental Learning Materials
2. Money Dominoes	Developmental Learning Materials
3. Coin Dice	Lakeshore Materials

D. Place Value

1. Counting Frame	Nasco

E. Rounding and Estimating

1. Rod Tracks	Cuisenaire Learning Materials
2. Rounding and Estimation	Media Materials

F. Measurement

1. Measure Up	Developmental Learning Materials

G. Word Problems

1. How To Solve Word Problems Practice Cards	MacMillan Lifeskills
2. Solve It: A Basic Approach To Problem Solving	Educational Teaching Aids

H. Calculator

1. Calculator Skill and Fun	Media Materials
2. Skills and Games on the Calculator	Media Materials

MATERIAL	PUBLISHER
I. Geometry	
1. Cross The Brook	Nasco
2. Geoboard Activity Cards	Nasco
3. Colored Inch Cubes and Designs	Developmental Learning Materials
4. Parquetry Designs and Blocks	Developmental Learning Materials
5. Tangrams	Developmental Learning Materials
6. Shapes Dominoes	Developmental Learning Materials

PUBLISHER"S ADDRESSES

American Library
New York, New York

Barnell-Loft
958 Church Street
Baldwin, NY 11501

Bell and Howell
c/o Union School Products
561 South Broad Street
Elizabeth, NJ 07202

Cuisenaire Learning Materials
12 Church St. Box D
New Rochelle, NY 10805

Curriculum Associates
8 Henshaw Street
Woburn, Ma. 01801

Developmental Learning Materials
(DLM)
7440 Natchez Avenue
Niles, Illinois 60648

Educators Publishers Service
75 Moulton Street
Cambridge, Mass. 02188

Educational Teaching Aids
159 West Kinzie Street
Chicago, Illinois 60610

Frank Schaffer Publications
The Teachers Center
P.O. Box 727
Middletown, NY 10940

Gamco Industries Inc.
Box 1862B
Big Spring, Texas 79720

Garrard Publishing Company
Champaign, Illinois 61821

Globe Publishing Company
50 West 23rd Street
New York, NY 10010

Good Apple
Box 299
Cathage, Illinois 62321

Hammett Company
165 Water Street
Lyons, NY 14489

Ideal School Supply Company
11000 S. Lavergne Avenue
Oak Lawn, Illinois 60453

Instructo Corp.
Curriculum Division
Paoli, Pennsylvania 19301

Lakeshore Curriculum Materials Co.
2695 E. Dominquez Street
P.O. Box 6261
Carson, Calif. 90749

Learning Tree
934 Pearl Street
Box 1590 Dept. 550
Boulder, Colo. 80306

MacMillan Arts and Crafts
9645 Gerwig Lane
Columbia, Md. 21046

Media Materials
2936 Remington Avenue
Baltimore, Md. 21211

Midwest Publications
P.O. Box 448
Pacific Grove, Calif 93950

Modern Curriculum Press
13900 Prospect Road
Cleveland, Ohio 44136

Nasco
901 Jamesville Avenue
Fort Atkinson, Wisconsin 53538

Oceana Educational Communications
P.O. Box 396
Chappaqua, NY 10514

Opportunities for Learning
8950 Lurline Dr. Dept. 9B
Chatsworth, Calif.

Prentice Hall
150 White Plains Road
Tarrytown, NY 10591

PUBLISHER'S ADDRESSES

Price/Stern/Sloan
Los Angeles, Calif.

Teaching Resources Catalog
100 Boylston Street
Boston, Mass. 02116

Walker Publishers
720 5th Avenue
New York, NY

Webster Division
McGraw Hill Book Company
Manchester Road
Manchester, MO. 63011

W. L. Linn, Inc.
417 Cedar Lane
Teaneck, NJ 07660

THE SPECIAL EDUCATION
CORE CURRICULUM MANUAL

INTERMEDIATE LEVEL

- Reading
- Mathematics
- Written Language
- Study Skills

APPENDIX II
CONTINUOUS PROGRESS REPORT FORM

Region III Special Education
Administrative Building
162 Knickerbocker Road
Demarest, New Jersey 07627

LEONARD MARGOLIS, DIRECTOR

READING

	Date Introduced	Date Partially Achieved	Date Mastered

A. Word Skills Vocabulary

Antonyms

A1. When given a word, the student identifies, names, and reads the suitable antonym.

Synonyms

A2. When given a word, the student identifies, names, and reads the suitable synonyms.

Multiple Meanings

A3. When given a sentence containing words that have multiple meanings, the student supplies the meaning appropriate to the context.

Homonyms

A4. When given a sentence containing homonyms, the student supplies meanings appropriate to the context.

Pronouns

A5. The student, when hearing or reading a story containing pronouns, gives the words relating to the pronouns.

Compound Words

A6. The student recognizes and identifies meanings of compound words.

Transitional and Qualifying Words

A7. When reading a story, the student gives the meaning associated with the following words:

READING	Date Introduced	Date Partially Achieved	Date Mastered

B. Word Skills - Context Clues

B1. The student uses the pictures in the text to give additional meaning.

B2. The student interprets the meaning of a word from the way it is used in a sentence.

C. Comprehension - Literal

C1. The student, after reading a story, uses key words and phrases to answer questions that ask: who, what, when, where, how and why.

C2. The student follows oral directions containing three or more steps.

C3. The student reads and follows directions containing the following words:

circle	column
underline	complete
check	answer
mark	first, then, last
write, rewrite	color
choose	cross out
decide	draw
below	following
match	pick out

C4. When reading, the student demonstrates an understanding of the following punctuations: periods, question marks, exclamation points, commas, and quotation marks.

D. Comprehension - Interpretive

D1. After reading a story, the student recognizes the appropriate title.

D2. The student will be able to create a title for a
1. paragraph
2. story

D3. The student reads a short story and indicates understanding of the main idea.

READING	Date Introduced	Date Partially Achieved	Date Mastered
D4. The student recognizes the relationship of supporting detail to the main idea.			
D5. After listening to a story, the student recalls detail.			
D6. The student reads for detail.			
D7. The student identifies specific personality characteristics that can be attributed to characters in the story.			
D8. The student reads a story for sequential order.			
D9. The student recognizes cause and effect when reading a story.			
D10. After reading two stories, the student states similarities and differences among characters, settings and plots.			
D11. The student predicts the theme.			
D12. The student predicts events that will probably occur in the story.			
D13. After reading a story, the student answers questions that ask about events that probably will come next.			
D14. After reading a story containing pertinent details, the student uses those details to draw a logical conclusion and make reasonable inferences.			
D15. After reading a story, the student distinguishes events that are make-believe from those that can be true.			
D16. After reading a sentence, the student distinguishes between an opinion and fact.			
E. Research			
E1. The student makes use of topic headings, illustrations, bold type, and italics to gain information prior to reading a selection.			

READING	Date Introduced	Date Partially Achieved	Date Mastered
E2. When reading a book, the student identifies and uses the title page.			
E3. When reading a book, the student identifies and uses the Table of Contents.			
E4. When reading a book, the student identifies and uses the Index.			
E5. When reading a book, the student identifies and uses the Glossary.			
MATHEMATICS			
A. Number Sentences			
A1. The student writes and identifies number sentences representing equalities.			
A2. The student identifies number sentences representing inequalities.			
A3. The student writes horizontally written equations in vertical form.			
A4. The student writes vertically written problems in horizontal form.			
A5. The student reads written word problems involving one of each of the four mathematical processes and uses key words to solve the problems.			
B. Number System			
B1. The student identifies odd and even numbers.			
B2. The student uses the mathematical symbols of "greater than" and "less than".			

MATHEMATICS	Date Introduced	Date Partially Achieved	Date Mastered
C. Place Value			
C1. The student demonstrates understanding that 100 equals 10 tens or 100 ones.			
C2. The student demonstrates an understanding of the hundreds place in three digit numbers.			
C3. The student demonstrates an understanding of the thousands place in 4 digit numbers.			
C4. The student demonstrates an understanding of zero as a place holder.			
D. Addition and Subtraction			
D1. The student adds three and four digit numbers involving regrouping.			
D2. The student demonstrates an understanding of regrouping by adding numbers up to 8 digits.			
D3. Using regrouping, the student subtracts 3 digit numbers from a minuend no higher than 999.			
D4. Using regrouping, the student subtracts 4 digit numbers from a minuend no higher than 9999.			
D5. The student subtracts from a minuend with 2 and 3 zeros.			
D6. The student checks subtraction answers by using addition.			
E. Multiplication			
E1. The student recognizes the relationship between the addition process and multiplication process.			

MATHEMATICS	Date Introduced	Date Partially Achieved	Date Mastered
E2. The student displays knowledge of multiplication facts through the twelve times tables.			
E3. The student recognizes and identifies the terms product and factor and the multiplication symbol.			
E4. The student solves multiplication word problems.			
E5. The student performs multiplication problems utilizing the commutative property of multiplication.			
E6. The student multiplies two digit numbers by a one digit number without regrouping.			
E7. The student multiplies a two digit number by a one digit number using regrouping.			
E8. The student estimates the product of one digit by two digit numbers by rounding to the nearest group of ten.			
E9. The student multiplies by 10's, 100's, 1000's in a one step process.			
E10. The student multiplies a two digit number by a two digit number.			
E11. The student multiplies a three digit number by a two digit number.			
F. Division			
F1. The student recognizes and identifies the terms "divisor", "dividend", and "quotient" and the symbols for division.			
F2. The student computes simple division problems.			
F3. The student writes related multiplication and division sentences.			
F4. The student solves word problems involving division.			

MATHEMATICS	Date Introduced	Date Partially Achieved	Date Mastered
F5. The student computes division problems having a one digit divisor and two digit dividend using division forms.			
F6. The student computes division problems having a one digit divisor, a two digit dividend, and a remainder.			
F7. The student computes division problems having a one digit divisor and a three digit dividend.			
F8. The student rounds to the nearest tens place.			
F9. The student computes division problems having a two digit divisor and a two digit dividend.			
F10. The student computes division problems having a two digit divisor and a three digit dividend.			
F11. The student computes division problems having a two digit divisor, three digit dividend and a remainder.			
G. Fractions			
G1. The student recognizes and identifies the terms: numerator, denominator, and fraction.			
G2. The student writes fractions to name a part of the whole.			
G3. The student writes a fraction to name part of a set.			
G4. The student writes more than one fraction for a number.			
G5. The student names fractional numbers equal to one.			
G6. The student names fractional numbers greater than one.			
G7. The student changes improper fractions into mixed numbers.			

MATHEMATICS	Date Introduced	Date Partially Achieved	Date Mastered
G8. The student changes mixed fractions to improper fractions.			
G9. The student recognizes like and unlike fractions.			
G10. The student adds fractions with like denominators.			
G11. The student subtracts fractions with like denominators.			
G12. The student adds mixed fractions with like denominators.			
G13. The student subtracts mixed fractions with like denominators.			
G14. The student solves simple word problems involving fractions.			
G15. The student reduces fractions to lowest terms.			
H. Decimals			
H1. The student names the place value of any digit in a decimal to the thousandth place.			
H2. The student writes a decimal as a fraction and reduces it to lowest terms.			
H3. The student writes fractions with denominators of 2,3,4,5, 8,10,100,1,000 as a decimal.			
H4. The student rounds off decimals up to the place value hundredths.			
H5. The student writes the equivalent of a decimal by adding zeros up to the thousandths place.			
H6. The student adds decimals changing horizontal form to vertical form.			
H7. The student subtracts decimals changing horizontal form to vertical form.			
H8. The student multiplies two numbers, each having two decimal digits.			

MATHEMATICS	Date Introduced	Date Partially Acheived	Date Mastered
H9. The student divides a one or two digit divisor into a dividend holding two or three decimal place value digits.			
H10. The student changes a fraction into a decimal using division.			
I. Measurement			
I1. The student selects the correct combinations of coins and bills up to the value of $10.00.			
I2. The student determines the value of combinations of money.			
I3. The student makes change for amounts up to $10.00.			
I4. The student tells time at five minute intervals.			
I5. The student tells time to the nearest minute.			
I6. The student demonstrates an understanding of a.m. and p.m.			
I7. The student names the months of the year in sequence.			
I8. The student writes the date two ways.			
I9. The student knows the number of days in each month.			
I10. The student determines when to use the appropriate unit of measurement.			
I11. The student identifies the number of feet and the number of yards in a mile.			
I12. The student identifies abbreviations for inch, foot, yard, mile.			
I13. The student identifies the term ounce and its relationship to weight.			

MATHEMATICS	Date Introduced	Date Partially Achieved	Date Mastered
I14. The student identifies the term pound and its relationship to weight.			
I15. The student identifies how many ounces are in a pound.			
I16. The student identifies the number of pounds in a ton.			
I17. The student identifies the abbreviations for ounce, pound and ton.			
I18. The student determines the appropriate unit in which to measure and report weights.			
I19. The student identifies how many ounces are in one cup.			
I20. The student identifies how many cups are in a pint.			
I21. The student identifies how many pints are in a quart.			
I22. The student identifies how many quarts are in a gallon.			
I23. The student determines the appropriate unit in which to measure and record liquid amounts.			
I24. The student identifies the abbreviations for fluid ounce, cup, pint pint, quart and gallon.			
I25. The student uses addition to find the perimeter of a given polygon in inches, feet and yards.			
I26. The student multiplies to find the area of a four sided shape.			
J. Metric System			
J1. The student determines when to use the appropriate unit of measurement: meter, centimeter, kilometer, gram and liter.			

MATHEMATICS	Date Introduced	Date Partially Achieved	Date Mastered

K. Structures and Properties

K1. The student uses the commutative property of addition.

K2. The student uses the commutative property of multiplication.

K3. The student uses the associative property of addition.

K4. The student uses the associative property of multiplication.

K5. The student demonstrates understanding that when zero is one of the addends, it does not change the total.

K6. The student demonstrates understanding that a number times zero is equal to zero.

K7. The student demonstrates understanding that when a number is divided by one, the quotient and the dividend are the same.

L. Graphs

L1. The student reads, interprets and makes the following types of graphs:
pictograph
vertical bar graph
horizontal bar graph
line graph

M. Geometry

M1. The student identifies the following terms: triangle, square, rectangle, pentagon, hexagon, octagon, polygon.

M2. The student identifies the following terms: point, ray, line, line segment, horizontal line, vertical line, parallel lines, perpendicular lines, intersecting lines and diagonal lines.

MATHEMATICS	Date Introduced	Date Partially Achieved	Date Mastered

M3. The student identifies the following angles: right, obtuse and acute.

M4. The student identifies the following: circle, radius, diameter and compass.

M5. The student identifies and uses a protractor to measure angles.

WRITTEN LANGUAGE

A. Syntax

A1. The student writes labels for objects.

A2. The student recognizes nouns in written sentences.

A3. The student writes nouns in sentences.

A4. The student writes labels for proper nouns.

A5. The student identifies proper nouns in written sentences.

A6. The student writes the plural form of regular nouns.

A7. The student writes the irregular plural form of nouns appropriately.

A8. The student writes the possessive form of singular nouns appropriately.

A9. The student writes the possessive form of plural nouns appropriately.

A10. The student recognizes the following pronouns:

he	they	ours
we	them	yours
me	their	its
us	this	theirs
you	whose	these
I	what	those
she	that	
him	who	
her	hers	

WRITTEN LANGUAGE	Date Introduced	Date Partially Achieved	Date Mastered
A11. The student writes verbs in sentences.			
A12. The student writes present, past and future tenses of verbs appropriately.			
A13. The student writes adjectives in sentences.			
A14. The student writes adjectives in positive, comparative and superlative forms.			
A15. The student writes adverbs in sentences.			
A16. The student writes articles correctly and appropriately.			
A17. The student writes prepositions correctly and appropriately.			
A18. The student writes conjunctions correctly and appropriately.			
B. Mechanics			
B1. The student uses capitals to begin every sentence.			
B2. The student uses capitals to begin proper nouns.			
B3. The student capitalizes the pronoun "I".			
B4. The student uses capitals for initials.			
B5. The student uses capitals for important words in titles.			
B6. The student uses capitals to begin titles before names.			
B7. The student writes periods at the end of declarative sentences.			
B8. The student writes question marks at the end of interrogative sentences.			
B9. The student writes exclamation marks at the end of an exclamatory sentence.			

WRITTEN LANGUAGE	Date Introduced	Date Partially Achieved	Date Mastered
B10. The student inserts commas after a greeting in a friendly letter, the closing of any letter, between city and state and in the date.			
B11. The student uses commas to set off words and phrases in a series.			
B12. The student uses an apostrophe when writing contractions.			
B13. The student uses an apostrophe when writing possessives.			
B14. The student uses quotation marks to indicate direct quotations.			
B15. The student underlines or uses quotation marks around titles of poems, articles, books, stories and songs.			
B16. The student uses a hyphen correctly to divide a word at the end of a line.			
C. Spelling			
C1. The student writes one syllable words with short vowel sounds (C V C).			
C2. The student applies the silent "e" rule.			
C3. The student applies the "fls" rule.			
C4. The student says and writes the following vowel endings in isolation: ed, es, er, est, ing, age, ous, ive, ance, ation, ity, en, ive, al, eth, y (long "e").			
C5. The student says and writes the following consonant endings in isolation: less, ment, mess, ness, ful, some, ly.			
C6. The student masters the "y" rule.			
C7. The student applies the doubling rule.			
C8. The student writes long "a" family words.			

WRITTEN LANGUAGE	Date Introduced	Date Partially Achieved	Date Mastered
C9. The student writes "ai" family words.			
C10. The student writes the initial "schwa" sound "a".			
C11. The student writes "e" family words.			
C12. The student applies the rule "i" before "e" except after "c".			
C13. The student writes long "i" family words.			
C14. The student writes long "o" family words.			
C15. The student writes long "oo" and "u" words.			
C16. The student writes short "oo" words.			
C17. The student writes the "uff" spelled "ough".			
C18. The student writes words with the "er" sound.			
C19. The student writes words with the "or" sound.			
C20. The student writes words with the "ow" sound.			
C21. The student writes words with the "aw" sound.			
C22. The student writes words with the "oi" sound.			
C23. The student writes words with the "k" sound.			
C24. The student writes words with silent letters.			
C25. The student adds "s" to most singular nouns to make them plural.			
C26. The student adds "es" to words ending in "s", "x", "z", "sh", and "ch".			
C27. The student changes "y" to an "i" and adds "es" when the "y" is preceded by a consonant.			

WRITTEN LANGUAGE	Date Introduced	Date Partially Achieved	Date Mastered
D. Orthography			
D1. The student recongizes capitalized and lower case cursive letters.			
D2. The student reads cursive writing.			
D3. The student writes cursive letters accurately.			
D4. The student spaces letters and words correctly.			
D5. The student maintains straight margins, left and right.			
D6. The student writes numbers and symbols correctly.			
D7. The student transcribes manuscript words and sentences into neat, legible cursive writing.			
D8. The student transcribes dictation of words and sentences into neat, legible cursive writing.			
D9. The student writes an original paragraph in neat, legible cursive writing.			
D10. The student uses neat, legible cursive writing consistently in all writing.			
E. Sentences			
E1. The student recognizes groups of words as complete or incomplete sentences.			
E2. The student writes a simple declarative sentence.			
E3. The student writes a simple interrogative sentence.			
E4. The student writes an imperative sentence.			
E5. The student writes an exclamatory sentence.			
F. Editing			
F1. The student recognizes errors of capitalization and punctuation.			

WRITTEN LANGUAGE	Date Introduced	Date Partially Achieved	Date Mastered
F2. The student edits errors of capitalization and punctuation.			
F3. The student recognizes errors of spelling.			
F4. The student edits errors of spelling.			
F5. The student recognizes errors of usage.			
F6. The student edits errors of usage.			
F7. The student recognizes inappropriate content.			
F8. The student edits errors of content.			
G. Paragraphs			
G1. The student recognizes an indented paragraph.			
G2. The student uses the indented form of paragraphing.			
G3. The student writes a topic sentence.			
G4. The student writes a paragraph, indenting correctly, including a topic sentence and supporting sentences.			
H. Stories and/or Essays			
H1. The student recognizes that a story has an introduction, a body and a conclusion.			
H2. The student writes a narrative story, three paragraphs in length, having an introduction, body and conclusion.			
H3. The student writes a descriptive story about a person, place or an object.			
H4. The student writes a summary of a literary work.			

WRITTEN LANGUAGE	Date Introduced	Date Partially Achieved	Date Mastered
H5. The student writes a summary of a movie, play or T.V. program.			
H6. The student writes a poem or a poetic piece of prose.			
J. Forms of Letters			
J1. The student recognizes the parts of a friendly letter (date, greeting, body, closing, signature).			
J2. The student writes a friendly letter.			
J3. The student writes a thank you letter.			
J4. The student writes a letter of invitation.			
J5. The student addresses an envelope correctly.			
J6. The student recognizes the parts of a business letter.			
J7. The student writes a business letter.			
STUDY SKILLS			
A. Organizational Skills			
A1. The student maintains an organized notebook.			
A2. The student completes a homework assignment sheet daily.			
A3. The student will maintain a supply of pens, pencils, erasers, etc. in a zippered case in the notebook and at the desk.			
B. Transition From Class to Class			
B1. The student will know the location of all assigned classes.			
B2. The student arrives to assigned classes on time.			

STUDY SKILLS	Date Introduced	Date Partially Achieved	Date Mastered

C. Work Habits

C1. The student will attend to a task until it is completed.

D. Outlining

D1. The student develops an awareness that the purpose of an outline is to organize information in a specific manner.

D2. The student demonstrates an understanding of the relationship between the Topic Sentences and Supporting Details.

D3. The student organizes information according to topics.

D4. After reading and discussion of a short selection, the student outlines the material.

D5. The student organizes information independently.

E. Using References

E1. The student alphabetizes to the third letter of a word.

E2. The student uses guide words to help locate a word in the dictionary.

E3. The student uses the dictionary to find multiple meanings of words.

E4. The student uses an encyclopedia to gain information.

E5. The student uses maps to locate specific information.

F. Studying

F1. The student organizes information to study for a test in spelling, math, vocabulary, and content subject areas.